

ARI TECHNICAL REPORT
TR-75-B1

Evaluation of Early Enlistment Failures Under the U.S. Army Trainee Discharge Program

by

Ronald G. Bauer, Thomas J. Miller and Mary I. Dodd

THE BENDIX CORPORATION
201 South Main
Ann Arbor, Michigan 48108

and

David R. Segal

ARMY RESEARCH INSTITUTE FOR THE
BEHAVIORAL AND SOCIAL SCIENCES

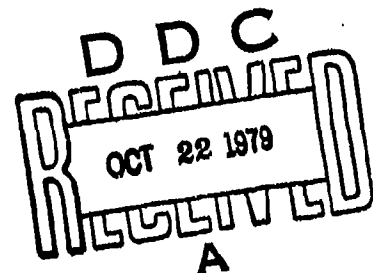
NOVEMBER 1975

Contract DAHC-19-75-0027

Prepared for



U.S. ARMY RESEARCH INSTITUTE
for the BEHAVIORAL and SOCIAL SCIENCES
1300 Wilson Boulevard
Arlington, Virginia 22209



79 10 19 024

Approved for public release; distribution unlimited.

AD A075307

DISCLAIMER NOTICE

THIS DOCUMENT IS BEST QUALITY PRACTICABLE. THE COPY FURNISHED TO DTIC CONTAINED A SIGNIFICANT NUMBER OF PAGES WHICH DO NOT REPRODUCE LEGIBLY.

The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

EVALUATION OF EARLY ENLISTMENT FAILURES UNDER THE U.S. ARMY TRAINEE DISCHARGE PROGRAM

**Ronald G. Bauer, Thomas J. Miller,
and Mary I. Dodd
The Bendix Corporation**

and

**David R. Segal
Army Research Institute for the Behavioral and Social Sciences**

**INDIVIDUAL TRAINING AND PERFORMANCE RESEARCH LABORATORY
E. Ralph Dusek, Director**

**Approved By:
J. E. Uhlener
TECHNICAL DIRECTOR**

U. S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

**Office, Deputy Chief of Staff for Personnel
Department of the Army
1300 Wilson Boulevard, Arlington, Virginia 22209**

November 1975

Contract DAHC 19-75-0027

This is an exploratory research project designed to meet military management requirements for research bearing on a specific management problem. Approved for public release; distribution unlimited.

BRIEF

This report describes the results of an exploratory research project designed to provide the Department of the Army with a profile of individuals discharged under the Trainee Discharge Program (TDP). The TDP was implemented on 1 September 1973 and was intended to provide the Army with a mechanism for rapidly eliminating trainees who show themselves to be marginal or poor performers during their first 179 days of active duty service. This report describes (1) the sociological and psychological characteristics of TDP discharges, (2) the reasons they are selected for early discharge, and (3) the manner in which the discharge process is performed.

The results of this inquiry are based on sample surveys of BCT and AIT trainees and training cadre stationed at two Army posts during the period of May-July 1975. Care was taken to assure that the samples were representative of the populations from which they were drawn.

The TDP discharges, as compared with their training cohorts who were judged likely to complete their first 180 days of active service successfully, were more likely to have experienced prior to entering the service: less educational achievement, poor school relations, unemployment, fewer supervisory responsibilities, less job satisfaction, poor interpersonal relations in their work environment, and a low sense of personal competence. Their decision to enlist is more often prompted by their desire for a steady job, their desire to avoid or resolve financial problems, and the advice they received from persons outside their immediate families. Moreover, when consulted, their parents were less likely to have favored their decision to enlist.

The TDP discharge and non-discharges are essentially the same in terms of the type of home environment in which they grew up, their marital status and quality of marital relations, their levels of pre-enlistment drug use and juvenile delinquency, and their sense of personal anxiety during Army training. They were also comparable to the successful trainees in the extent to which, prior to enlisting in the Army, they were employed at paid jobs, had financial problems, were offered guaranteed training and choice of duty station by their recruiters, and were promised by a civilian that they would have a job waiting for them when they were discharged from the service.

The Program is discussed in terms of its strengths and weaknesses evidenced in interviews with training cadre, and specific action steps are suggested to improve it. Overall, the Trainee Discharge Program is shown to be providing a generally efficient and equitable means for local commanders to rapidly screen out, at an early stage of their enlistment, soldiers who show themselves to be unsuitable for further military service.

ACKNOWLEDGEMENTS

This research could not have been accomplished without the trust, cooperation, and assistance we received from a great number of individuals and several Army commands. We especially wish to acknowledge our debt to those officers, enlisted personnel, and civil servants of Forts Knox and Wood who gave so generously of their time, resources, and trust, and thereby made this research effort possible.

TABLE OF CONTENTS

BRIEF.....	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES.....	v
INTRODUCTION.....	1-1
Program Objectives.....	1-1
Scope.....	1-2
Enlistee Evaluation and Discharge Procedures.....	1-2
Discharge Authority.....	1-3
The Need for Program Evaluation.....	1-3
DESIGN AND PROCEDURES.....	2-1
Research Design.....	2-1
Procedures.....	2-1
The Survey Samples.....	2-3
The Final Survey Process.....	2-6
Scale and Index Construction Procedures.....	2-7
RESULTS.....	3-1
Social Psychological Profile of TDP Dischargees..	3-1
The Trainee Discharge Program and How It Has Evolved.....	3-10
Training Cadre Recommendations for Changes to Improve the TDP.....	3-22
DISCUSSION.....	4-1
Program Strengths.....	4-1
Program Weaknesses.....	4-2
Recommendations for Change.....	4-3
REFERENCES.....	4-6
APPENDIX A: Evaluation Forms.....	A-1
APPENDIX B: Description of Scales and Indices.....	B-1
APPENDIX C: Survey Instruments and Response Distributions.....	C-1
APPENDIX D: Sample Descriptions.....	D-1

LIST OF TABLES

<u>Table Number</u>		<u>Page</u>
3-1	Educational Achievement Level by Group	3-2
3-2	School Relations by Group	3-2
3-3	School Enrollment Prior to Enlistment by Group	3-3
3-4	Pre-Enlistment Employment Status by Group	3-3
3-5	Pre-Enlistment Supervisory Work Responsibilities by Group	3-3
3-6	Pre-Enlistment Job Satisfaction by Group	3-4
3-7	Quality of Job Relations by Group	3-4
3-8	Primary Reason for Enlisting by Group	3-5
3-9	Person Who Most Influenced Enlistment Decision by Group	3-5
3-10	Father's Influence on Decision to Enlist by Group	3-6
3-11	Wife's Influence on Decision to Enlist by Group	3-6
3-12	Father's Reaction to Enlistment by Group	3-7
3-13	Mother's Reaction to Enlistment by Group	3-7
3-14	Pre-Enlistment Marijuana Use by Group	3-8
3-15	Pre-Enlistment Knowledge of TDP by Group	3-8
3-16	Personal Competency by Group	3-9
3-17	Major Categories of Reasons for Discharge Under the TDP by Ranking of Importance of Research Given by Training Cadre	3-11
3-18	Specific Categories of Reasons for Discharge Under the TDP by Ranking of Importance Given by Training Cadre	3-12
3-19	Individual Who First Suggested that Soldier Should be Discharged Under the TDP	3-16
3-20	Rate of Involvement in Counselling Trainees During Evaluation for TDP Discharge	3-17
3-21	Individuals Submitting Written Evaluation of Trainee for TDP Discharge	3-19
3-22	After the Trainee's Discharge was Approved by the Army, What Duties was he Assigned?	3-20
3-23	After the Trainee's Discharge was Approved by the Army, Where was he Quartered?	3-21
3-24	Since the Trainee's Discharge was Approved at the Company Level, What Duties was he Assigned?	3-21
3-25	Since the Trainee's Discharge was Approved at the Company Level, Where was he Quartered?	3-21
3-26	Open-Ended Responses of Cadre on How to Improve the Trainee Discharge Program	3-23

1. INTRODUCTION

This report describes the results of a six-month exploratory research project designed to provide the Department of the Army with a profile of individuals discharged under the Trainee Discharge Program (TDP). In this report, we will focus especially on the results of our efforts to develop a sociological and psychological profile of the individuals who are discharged under the Program, the reasons they are discharged, and the manner in which the TDP discharge process is performed.

1.1 Program Objectives

The Program was implemented on 1 September 1973 with the issuance of Training and Doctrine Command Circular 635-1 (Department of the Army, 1973). The circular stated that the Program's primary objective was to facilitate the "... rapid identification and separation from the training cycle of those individuals who are unacceptable for further military service" (*Ibid.*, p. 2). Generally speaking, the TDP was purposely designed to provide a means of rapidly eliminating marginal or poor performers from the Army during their first 179 days of active service by using streamlined administrative procedures with a minimum of paperwork. (*Ibid.* p. 7). More specifically, the Program was designed to provide local commanders with a means of identifying and expeditiously discharging "... enlistees who are unacceptable for further military service due to demonstrated deficiencies in aptitude, attitude, motivation or self-discipline" (*Ibid.*, p. 3). Aptitude is defined in the Program directive as being the enlistee's "capacity for learning;" attitude refers to the enlistee's "orientation toward the military;" motivation refers to the enlistee's "desire to meet standards;" self-discipline refers to the enlistee's "ability to correct themselves."

The TRADOC Circular 635-1 specifically warns that the Program is to be kept "separate and apart from - and will not be used as a substitute for - administrative separation for fraudulent enlistment, concealment of arrest record, unfitness, or because of physical or mental defects warranting separation through medical channels" (*Ibid.*, p. 7). The directive further stipulates that the Program is not to be "utilized in lieu of disciplinary actions" (*Ibid.*, p. 7).

1.2 Scope

From the beginning, responsibility for implementing the Program has rested primarily on TRADOC training activities, although FORSCOM is also responsible for implementing the Program at its installations conducting advanced training. Within TRADOC, all installations engaged in BCT, BT, MBT, AIT and AIT/OJT training, as well as some service schools, are responsible for implementing the Program. Most discharges under the Program are administered to soldiers undergoing BCT and AIT.

The TDP has made a substantial impact on early separation rates among Army trainees. During the last quarter of FY1975, the Army lost trainees through TDP discharges at a rate of 12.2 percent (Department of the Army, 1975c).

1.3 Enlistee Evaluation and Discharge Procedures

The process by which an enlistee is to be discharged from active duty under the TDP, according to the 635-1 directive, can be divided into three basic phases: identification, evaluation and processing for discharge. The identification phase is intended to begin with the observation of the trainee at company level by training cadre. The training cadre are directed to identify enlistees whom they deem suitable for early discharge under the TDP using the four psychosocial criteria described above. With the identification of enlistees' deficiencies in the areas of aptitude, attitude, motivation, and/or self-discipline, a member of the chain of command (usually the first line supervisor) is directed to evaluate and counsel the enlistees to assist them in correcting their shortcomings. In the original version of the 635-1 circular, the member of the chain of command was to "interview" the enlistees to assist them in correcting their faults. In the later version of the circular (Department of the Army, 14 November 1974), the person was directed to observe and counsel the trainee. If this counseling does not produce sufficient improvement, the company commander is to be informed of the problem. The company commander is then directed to order that a second, separate evaluation be made of the enlistee, either within the same company but in a different platoon, or in a different company. If the results of the second evaluation essentially support those of the first, discharge procedures are to be initiated.

The discharge process is supposed to begin with the written notification of the enlistee by his immediate commander of the proposed discharge and the reasons for it. The trainee has the right to rebut the charges and/or have a counsel present to assist him in preparing a return endorsement. In the second (14 November 1974) issuance of the TRADOC circular 635-1, counsel was designated to be a commissioned officer in the grade of First Lieutenant or higher,

¹ The rate is computed by dividing the discharges for that quarter by accession populations which were in training during that period.

but not necessarily a lawyer (Department of the Army, 14 November 1974). The command is also directed to provide all necessary administrative support to assist the individual in preparing a return endorsement. If the soldier refuses to endorse the recommendation for discharge, the commander is directed to inform the individual that such a refusal is not a basis for discontinuing the discharge process. If the soldier still persists in the refusal, the commander is directed to prepare a written statement to that effect in the form of a letter and forward the letter and unsigned endorsement form through channels to the commander exercising discharge authority. A copy of an endorsement form prepared for the trainee by the local commander is included in Appendix E.

1.4 Discharge Authority

If the enlistee does not rebut the proposed discharge, the commander exercising special court-martial jurisdiction is authorized to order the discharge. This is usually the brigade commander in a BCT or AIT activity. If the soldier does rebut the proposed discharge, then the commander exercising general court-martial jurisdiction is authorized to order the discharge. This is usually the post commander in a BCT or AIT training command. If the recommendation is not approved, the trainee is to continue his training. If the discharging authority does approve the discharge, the papers are forwarded to the appropriate personnel separation activity to begin the trainee's outprocessing. It is specified in the Program directive that the "discharge should be accomplished within 4 working days following approval by the discharge authority" (Department of the Army, 1973, p. 9) and the discharge process is to be completed prior to the enlistee's 180th day of active duty to preclude accrual of veteran's benefits.

The Program directive is somewhat vague about where the trainees are to be quartered and what duties they are to perform after they have undergone the second evaluation at the company level and before they are officially discharged from the service. On the question of trainee disposition during the discharge process, the TRADOC directive only states that the individual will be "directed to an appropriate separation activity" (*Ibid.*, p. 7). Also it is not clear how long the trainees should remain in their training unit and continue normal training activities once they receive a second negative evaluation at the company level.

1.5 The Need for Program Evaluation

Although the TRADOC Circular 635-1 called for the development of an information system with which the Program could be monitored, it did not establish a procedure for evaluating the Program. In mid-1964, a special advisory panel initiated a brief evaluation

of the Program based on interviews of training cadre at Forts Jackson and Ord. Based on its findings, the panel recommended that research be undertaken to determine why recruits were being discharged under the Program (OASD, 1974); i.e., what are the criteria being used by training cadre to select trainees for discharge. This recommendation was followed by Secretary of the Army's request in early 1975 for information on what types of persons were being discharged under the TDP in terms of their social and psychological characteristics. The exploratory research reported here was undertaken in response to these recognized needs. It, therefore, has two major objectives:

- to develop a social psychological profile of the TDP discharges, and
- to evaluate and describe the TDP in terms of its intended objectives, scope, procedures, and outcomes, and in terms of how these Program features have evolved

In the next section, we shall describe the research procedures we used to obtain our tentative answers to these questions. In the third section, we will describe the results of our research. Finally, we will discuss these results in light of their implications for Army human resources research, public policy making, and the possible need for change to make the Program more fair, efficient and effective.

2. DESIGN AND PROCEDURES

2.1 Research Design

The research reported here has several principal characteristics. It is, first of all, exploratory, for it is limited in scope and is intended to point the way for more extensive research efforts on the Trainee Discharge Program. It is also descriptive in that we are attempting to provide a limited but accurate view of the Program in terms of its evolving goals, procedures, operating personnel, and outcomes. Furthermore, our research design is also, in part, cross-sectional in that we are seeking to analyze and compare at one point in time samples of three groups of personnel - the TDP discharges, training cadre who evaluated the discharges and selected them for separation under the TDP, and the discharges' peers who were effective soldiers and were not likely to be selected for early discharge under the TDP. Finally, our research is, in part, longitudinal for we are also attempting to measure certain TDP discharge background characteristics over time.

There are five basic procedural steps in our research design: (1) conduct interviews of persons involved in implementing the TDP in the field to gain insights as what the Program's goals, processes, and outcomes are likely to be, (2) develop survey instruments to gather information about the Program from a larger and more representative sample, (3) administer the instruments in a survey of Army trainees and training cadre, (4) develop psychometric measures from the data, and (5) analyze the data using multivariate statistical techniques.

2.2 Procedures

2.2.1 Initial Field Interviews

In April and early May 1975, after reviewing all published information on the TDP, we conducted a series of approximately sixty interviews of Army personnel at Forts Knox and Wood. Forts Knox and Wood were selected as survey sites for both the initial and final surveys because they are representative of Army posts having a substantial BCT/AIT function and have trainees drawn from most regions of the United

States. These posts were also appropriate in that they were near our offices and thereby represented a savings in travel costs.

The primary purposes of the initial interviews were to (1) gain more information about the TDP and how it is implemented in the field, (2) generate information to develop an interview schedule for surveying Army training cadre and trainees about the Program, and (3) establish a working relationship with commanders and training personnel at these posts to facilitate our subsequent administration of a final survey. We were specifically interested in knowing how we could most efficiently obtain information about the Program in terms of what types of persons are and are not discharged under the Program, how persons are processed for discharge under the Program, why persons are discharged under the Program, and what adjustment discharges make when they return to civilian life.

There were three groups of personnel included in the interviews. The first group included high ranking officers involved in formulating, implementing and monitoring the TDP. These interviews provided a general overview of Army leaders' perceptions of the Program, and gave us the opportunity to acquire governmental statistics on the Program from personnel charged with monitoring it. These interviews also served to help us establish working relations with the commands that would be surveyed as part of our field research. The second category of interviewees included Army personnel engaged in identifying, evaluating, and separating trainees under the TDP. This group included company-level training cadre (ranging from company commanders to assistant platoon sergeants), JAG officers and staff personnel, chaplains, equal opportunity/human relations officers and staff personnel, psychiatrists, psychologists, social workers, and mental hygiene specialists. These were the persons identified in our initial interviews as being most frequently involved in the TDP discharge process. Our primary aim in interviewing this group was to begin to gather information for developing a structured interview schedule to be administered in a survey of Army personnel designed to determine the selection criteria and processes being used to effect TDP discharges. The third group of interviewees included approximately ten BCT and ten AIT trainees who had been recommended for discharge under the TDP. Our primary purpose in interviewing the trainees was to determine to what extent these persons were likely to be willing and able to respond to specific questions concerning their Army experiences after they were discharged from the Army. Most importantly, after their discharge,

we wanted to determine whether these prospective discharges knew where they would be staying and if they would be willing and able to be interviewed by telephone at that time.

These initial interviews were conducted in a variety of settings ranging from quiet offices to rifle ranges. But with very few exceptions, the interviews were performed in private without excessive interruptions or distractions. The interviews lasted approximately 45 minutes for the cadre and 30 minutes for the trainees. Each interviewee was assured that his responses would (1) remain anonymous, (2) be used to evaluate the TDP as a whole, as opposed to being used to evaluate or compare certain units, and (3) be used only to describe group and not individual characteristics.

The results of these initial, open-ended, relatively non-standard interviews provided us with the information we needed to determine what the content, structure, and format of our subsequent survey instruments and methods should be if we were to gather valid and reliable information on the inputs, processes, and outcomes of the TDP. And most importantly, it did provide us evidence that the discharges had a definite idea of where they could be contacted for a post-discharge telephone interview, and if contacted, whether they would agree to be interviewed.

2.2.2 Developing the Survey Instruments

Based on the data received in our review of the TDP documentation and our initial field interviews, we constructed four survey instruments: (1) a training cadre structured interview schedule, (2) a TDP dischargee initial contact form, (3) a self-administered questionnaire to be completed by a comparative sample of trainees who had not, and were not likely to be, selected for discharge under the TDP, and (4) a structured telephone interview schedule to be administered to TDP dischargees after they are separated from the Army.¹

2.3 The Survey Samples

The survey sample consisted of TDP dischargees, members of their company-level training cadre, and a comparative group of trainees who were successfully completing their BCT and/or ATT and were not likely to be discharged under the TDP.

¹ The training cadre, TDP dischargee, and non-dischargee survey instruments and response distributions are presented in Appendix C.

2.3.1 The Dischargee Sample

The dischargee sample consists of male BCT and AIT trainees who were undergoing training at Forts Knox and Wood during the period of late May - early July of 1975. The dischargee sample was drawn from the entire population of soldiers being processed for TDP discharges during the random periods we visited the two posts. Some of the basic social and military background characteristics of the dischargee sample are presented in Appendix D.

To test whether our sample is representative of the Army-wide population of TDP dischargees, we compared three characteristics: racial composition, AFQT, and educational achievement level. We found our sample and the Army-wide populations to be nearly identical in terms of AFQT score and quite similar in terms of racial composition. In terms of educational achievement level, however, our sample ranked higher than the 1973 and 1974 Army-wide TDP dischargee populations. This difference is probably a function of cohort bias reflecting the recent trend toward higher educational achievement among Army recruits and TDP dischargees as the national economy has worsened, unemployment rates have increased, and Army recruiters have been directed to select more high school graduates and fewer non-graduates. (See U.S. Department of the Army, 1975c).

Our sample has three basic limitations. First, although the TDP applies to BT, MBT, AIT/OJT trainees, as well as BCT and AIT trainees, we only sampled soldiers from BCT and AIT units. This was done because BCT and AIT trainees make up approximately 80 to 90 percent of all TDP dischargees¹ and limited resources and cost-benefit considerations led us to restrict our sample to those Army trainees who are most affected by the TDP.

¹ This estimate is based on averages provided to the authors via telephone by the Department of the Army on 24 October 1975.

Second, our sample is subject to a seasonal bias. During June and July, there is a relative increase in the numbers of trainees from Army Reserve, National Guard, ROTC and the U.S. Military Academy Corps of Cadets. We excluded ROTC and USMA cadets from our sampling frame but the National Guard and Army Reserve trainees were included. Thus, although the majority of our discharges were RA enlistees (56.4%), our discharge sample is probably more representative of TDP discharges during the summer months.

Finally, our sample is also not representative of the Army-wide TDP discharge population in terms of gender. During the first six months of FY1975, more than one-sixth of the TDP discharges Army-wide were female (Ibid). However, our sample is comprised entirely of males.¹

In summary, our sample is apparently representative of the Army-wide TDP discharges population in terms of mental ability, racial composition, and educational achievement, but it is not representative in terms of gender type of training engaged in, or source of recruitment.

2.3.2 The Training Cadre Sample

The training cadre sample consists of 110 cadre who were identified as being directly involved in processing one or more of the trainees included in our discharge sample. Some of the basic military background characteristics of the cadre sample are presented in Appendix D.

Our training cadre sample is limited in the sense that we focused our inquiry on the company-level training cadre involved in the TDP discharge process. This was done because our initial field interviews revealed that these were the persons who played key roles in implementing the Trainee Discharge Program. There are, of course, other Army personnel playing important roles in the TDP discharge evaluation process, especially battalion commanders and Army personnel engaged in psychotherapeutic and pastoral counseling.

¹ We were able to interview only one female TDP discharger, but we could not locate her to interview her after she left the service. Therefore, she had to be excluded from the sample.

But our initial interviews revealed that these persons play secondary roles in the TDP discharge process as compared with company-level training cadre. Therefore, given the exploratory nature of this inquiry and the limited time and resources available, our cadre sample was restricted to company-level training cadre who were most involved in identifying, evaluating and recommending members of our dischargée sample for separation under the TDP.

2.3.3 The Control Group Sample

The control group (non-dischargée) sample consists of 63 BCT and AIT trainees who were randomly selected from among the dischargées' training cohorts whose performance indicated that it was unlikely that they would be discharged under the TDP.

This is more of a comparative sample to be used to highlight the differences between the TDP dischargée and the non-dischargée, rather than a true control group. However, for purposes of exposition we refer to them as the "non-dischargée" or "control" sample of this report. The basic social and military background characteristics of this sample are also listed in Appendix D.

2.4 The Final Survey Process

We initiated the final survey process by contacting prospective TDP dischargées at Forts Knox and Wood after their discharges had been approved by the appropriate commander but prior to their actual separation from service. Most of the dischargées were interviewed at the posts' "transfer point" after their separation papers had been processed and after they had received their orders and discharge certificate. The primary purpose of this initial contact was to determine if the dischargée would be willing to participate in a post-discharge telephone interview and, if so, where he or she could be reached. Ninety-nine percent of those contacted volunteered to be interviewed. Of the four trainees who refused, three reported they did so because they wished to sever all ties with the Army.

Subsequent to these interviews, we recorded certain background information from the dischargées' personnel records and made an appointment to interview cadre who were reported by the dischargées to have been most involved in counseling and evaluating them for discharge.

This was usually either their company commander or one of their drill sergeants.

The second dischargee interview was conducted by telephone from one to thirteen full weeks after the trainee's discharge. The interviews were administered, on the average, 6.2 weeks after discharge with seven weeks being the modal amount of time elapsed. The telephone interviews lasted 25 to 30 minutes. Failures to reach the dischargees were lessened by calling during evenings and weekends, asking persons at the dischargee's residence to have the dischargee call back collect, and/or making several calls back. The dischargees were again assured that their responses would remain anonymous and would in no way affect their status with the Federal government or subsequent employers. They were also awarded ten dollars each for participating in the survey.

Our efforts to gain the dischargees' trust and cooperation were rewarded with an excellent response rate. Of the 298 dischargees who, prior to discharge, were contacted and who volunteered to participate in a post-discharge telephone interview, we were able to reach 81.5 percent by telephone or letter. Of these, 98.4 percent agreed to cooperate and were interviewed.

The survey of the "control" group of non-dischargees was performed using a self-administered questionnaire adapted from the discharge interview schedule (See Appendix C). The questionnaires were administered by our field research staff in classroom settings free of distractions. The instructions given to each respondent were read from the first page of the questionnaire. The questionnaire took approximately 30 minutes to complete and was administered to a total sample of 63 soldiers. All of the trainees completed their questionnaires and none of the completed questionnaires had to be eliminated because of response bias.

2.5 Scale and Index Construction Procedures

In order to test and enhance the reliability and validity of our response data, several psychometric scales and sociological indices were constructed. In creating a scale or index from an item pool, the first step was to eliminate any case lacking responses to more than one-third of all items. Next a correlation matrix was generated for all the items. If visual inspection of the matrix revealed that an item correlated poorly with the rest of the item pool, the item was omitted. Reliability coefficients (alpha) were then computed separately for both the control and experimental groups. Coefficient alpha

represents the expected correlation of the test scale with another scale of the same length purporting to measure the same construct (Nunnally, 1967, p.197). Reliability coefficients as low as .50 are deemed satisfactory for exploratory research such as that reported here (Ibid., p. 226).

3. RESULTS

The results of our inquiry are described here in three subsections. First, we will present a social psychological profile of the characteristics of individuals who receive TDP discharges. We will also compare the TDP discharges' characteristics with those of their training cohorts who are likely to successfully complete their first 180 days of service. Second, we will present what our surveys have revealed concerning the way the TDP is being implemented in the field. We will particularly focus on the goals of the TDP, the resources and procedures used to effect those goals, and the degree to which those institutional characteristics differ from those prescribed in the Program's directives. Third, we will describe the training cadre's opinions about what changes should be made to improve the Program.

3.1 Social Psychological Profile of the TDP Discharges

Our purpose in this subsection is to provide a profile of the TDP discharges in terms of their background, attitudinal and behavioral characteristics. We will especially focus on those characteristics that differentiate discharges from Army trainees who are likely to complete their first 180 days of active duty. The data reported here are drawn from the TDP discharge and non-discharge samples described above.

3.1.1 Personal and Family Background

The TDP discharges and the non-discharges were basically the same in terms of their social background characteristics. They do not differ significantly in terms of racial ancestry, regional or community origins, parental socio-economic and marital statuses, presence or absence of parent(s) while growing up, number or types of siblings, parental or fraternal military experience, pre-enlistment marital and socio-economic statuses, spouse's employment status, or quality of either pre-marital or marital family relations.

3.2.2 Educational Background

The two groups did differ somewhat in terms of their members' pre-enlistment levels of educational achievement and experience. The discharges were more likely to display lower levels of educational achievement (Table 3-1), poorer social adjustment to the school environment (Table 3-2), and a lower school enrollment rate in the period just prior to enlistment (Table 3-3).

¹Parental and respondent socio-economic statuses were measured using the Duncan Socio-Economic Index (Robinson, Athanasiou, and Head, 1969, pp. 342-356). Quality of family relations was measured using the Family Relations Scale described in Appendix B. Indicators of the other variables are all responses to single items contained in the survey instruments presented in Appendix C.

Table 3-1 Educational Achievement Level By Group

Level of Achievement	GROUP	
	Dischargees	Non-Dischargees
Grade school or less	6.3%	0%
Some high school	47.1	19.0
Completed high school	35.3	57.1
Attended college	11.3	23.8
N	239	63

$\chi^2 = 25.0, p < .001$

Table 3-2 School Relations By Group

School Relations Scale ¹ Score	GROUP	
	Dischargees	Non-Dischargees
Low	60.9%	34.9%
High	39.1	65.1
N	239	63

$\phi = .29, p < .001$
 $t(300) = 4.18, p < .001$ (based on actual scores)

¹For a description of the School Relations Scale, see Appendix B.

Table 3-3 School Enrollment Prior To Enlistment By Group

Pre-Enlistment Enrollment Status	Group	
	Dischargees	Non-Dischargees
Enrolled in School	25.7%	45.0%
Not Enrolled in School	74.3	55.0
N	237	60

Phi = .17, $p < .01$

3.1.3 Occupational Experience

The two groups also differed significantly in terms of their pre-enlistment occupational experiences. As compared with the non-dischargee group, the TDP dischargees were (1) less likely to have been holding a job when they decided to enlist (Table 3-4), (2) less likely to have held a supervisory position if they did work (Table 3-5), (3) more likely to be dissatisfied with the jobs they held (Table 3-6), and (4) more likely to have experienced poorer interpersonal relations in the work environment (Table 3-7).

Table 3-4 Pre-Enlistment Employment Status By Group

Pre-Enlistment Employment Status	Group	
	Dischargees	Non-Dischargees
Employed Before Enlistment	48.7%	51.3%
Unemployed Before Enlistment	68.9	30.2
N	238	63

Phi = .17, $p .01$

Table 3-5 Pre-Enlistment Supervisory Work Responsibilities By Group

Supervisory Work Experience	Group	
	Dischargees	Non-Dischargees
YES	19.8%	50.0%
NO	80.2	50.0
N	116	44

Phi = .30, $p .001$

Table 3-6 Pre-Enlistment Job Satisfaction By Group

Level Of Pre-Enlistment Job Satisfaction	Dischargee	Group Non-Dischargee
Satisfied With Job	67.5%	53.5%
Neither Satisfied or dissatisfied	9.4	37.2
Dissatisfied With Job	23.1	9.3
N	117	43

$$\chi^2 = 18.5 \quad p < .001$$

Table 3-7 Quality Of Job Relations By Group

Job Relations Scale ¹ Score	Dischargee	Group Non-Dischargee
Low	63.9%	29.0%
High	36.1	71.0
N	227	62

$$\Phi = .29, \quad p < .001$$

Kruskal-Wallis Test: $H = 22.07, \quad p < .001$

¹ For a description of the Job Relations Scale, see Appendix B.

3.1.4 Decision To Enlist

The dischargee and non-dischargee groups did not differ significantly in terms of the resources their members used to reach a decision to enlist in the Army. Over 60 percent of each group reported that they decided to join the Army on their own. However, they tended to enlist for different reasons (Table 3-8). The dischargees were more likely to have joined the Army to "obtain a steady job" or "get away from financial problems", whereas the non-dischargees were much more likely to have joined the Army in order to receive special training or in order to become eligible for veteran's benefits. In short, the dischargees tend to have responded more to the negative "pushes" of civilian life, whereas the non-dischargees apparently were reacting more to the positive "pulls" offered by the Army.

Table 3-8 Primary Reason For Enlisting By Group

Primary Reason For Enlisting	<u>Group</u>	
	Dischargee	Non-Dischargee
Obtain Steady Job	24.1%	7.7%
Receive Special Training	22.0	46.2
Become Eligible For Veteran's Benefits	2.1	7.7
Travel To New Places	7.8	7.7
Get Away From Family Problems	5.0	7.7
Get Away From Financial Problems	21.3	2.6
Find Out What To Do With Life	5.0	7.7
Other	12.8	12.8
N	141	39

The two groups also differed significantly in terms of the types of persons who influenced their decision to enlist (Table 3-9). The non-dischargees were more likely to have been influenced by their fathers or spouses (Table 3-9).

Table 3-9 Person Who Most Influenced Enlistment Decision By Group

Person Who Most Influenced Decision	<u>Group</u>	
	Dischargee	Non-Dischargee
Father	11.2%	30.0%
Mother	6.0	5.0
Wife	4.5	20.0
Friend	23.9	2.5
Recruiter	38.8	30.0
Other Relative ¹	9.0	2.5
Other Persons ²	6.7	10.0
N	134	40

¹ Includes uncle (4), cousin (2), father-in-law (2), brother (3), nephew (1), brother-in-law (1).

² Includes Army officer, fiancée's mother, employer, probation officer, and teacher.

The discharges, on the other hand, were more likely to have been influenced by either a personal friend, an Army recruiter, or some other person not in their immediate family. These differences were significant even when limiting the sample to those enlistees who have grown up with their fathers at home (Tables 3-10 and 3-11) and those who were married prior to enlistment.

Table 3-10 Father's Influence On Decision To Enlist By Group*

Person Most Influencing Decision	Group	
	Dischargee	Non-Dischargee
Father	10.7%	31.4%
Other	89.3	68.6
N	121	35

$$\chi^2 = 8.86, p < .01$$

*Respondents include only those who grew up with their father in the home.

Table 3-11 Wife's Influence On Decision To Enlist By Group*

Person Most Influencing Decision	Group	
	Dischargee	Non-Dischargee
Wife	21.4%	80.0%
Other	78.6	20.0
N	28	10

$$\chi^2 = 10.77, p < .01$$

*Respondents include only those who were married prior to enlistment.

3.1.5 Parental Reaction To Enlistment

As noted above, the respondents' fathers were the most influential family member affecting the decision to enlist. In examining the direction of this influence, we found that the fathers of non-dischargees were significantly more likely to have been supportive of their son's decision to enlist than were the fathers of TDP dischargees (Table 3-12). A similar pattern emerges when studying the reactions of the respondents' mothers, the second most influential family member affecting the decision to enlist. In general, the mothers of non-dischargees were more supportive than the mothers of dischargees. However, the difference falls short of statistical significance (Table 3-13).

Table 3-12 Father's Reaction To Enlistment By Group

Father's Reaction	Group	
	Dischargee	Non-Dischargee
For The Idea	73.9%	93.3%
Against The Idea	26.1	6.7
N	46	30

$$X^2 = 4.5, p < .05$$

Table 3-13 Mother's Reaction To Enlistment By Group

Mother's Reaction	Group	
	Dischargee	Non-Dischargee
For The Idea	75.7%	80.0%
Against The Idea	24.3	20.0
N	37	25

$$X^2 = .14, p > .05$$

3.1.6 Trainee Expectations About And Reactions To Army Life

We found no evidence of any significant differences between the TDP discharges and non-discharges in terms of their recalled expectations about Army life or their self-reported reactions to the stress of Army training. This was evidenced by the lack of any significant differences between the two groups' scores on the expectations of Army life and Training Anxiety scales.¹

3.1.7 Pre-Enlistment Delinquency

The two groups also displayed no significant differences in terms of their levels of pre-enlistment juvenile delinquency as evidenced by their Pre-Enlistment Juvenile Delinquency Index scores.² They also reported the same levels of drug and alcohol use with one exception; the non-discharges were more likely to have used marijuana prior to enlistment (Table 3-14).

¹ For a description of these scales, see Appendix B.

² For a description of this index, see Appendix B.

³ For a description of the index used to measure the frequency of pre-enlistment drug use, see Appendix B.

Table 3-14 Pre-Enlistment Marijuana Use By Group

Frequency Of Marijuana Use	Group	
	Dischargees	Non-Dischargees
Low	47.1%	33.3%
High	52.9	67.7
N	238	63

Phi = .11, $p = .0511$

Kruskal-Wallis - $H = 4.22$ $p < .05$

3.1.8 Pre-Enlistment Knowledge of TDP

Another variable on which the two groups differed significantly was their member's awareness of the Trainee Discharge Program prior to entering the service. The dischargees were less likely to have knowledge of the Program and how it could affect them prior to enlistment (Table 3-15).

Table 3-15 Pre-Enlistment Knowledge of TDP By Group

Pre-Enlistment Knowledge Of TDP	Group	
	Dischargees	Non-Dischargees
Yes	6.3%	21.1%
No	93.7	78.9
N	207	57

Phi = .21, $p < .001$

A possible explanation for this is that the dischargees, having fewer alternatives in civilian life, were less particular about and less inclined to explore their options in military life.

3.1.9 Sense Of Personal Competence

The two groups differed dramatically in terms of their members' levels of perceived personal competence. The dischargees tended to score much lower on the Personal Competence scale (Table 3-16).¹

¹ For a description of this scale, see Appendix B.

This finding may indicate that there is a self-fulfilling prophecy taking place among enlistees. Individuals who tend to feel less efficacious in dealing with their environment may also tend to give up more easily when confronted with the emotional stress and physical hardships of Army training. On the other hand, this finding may reflect the validity of the enlistees' perceptions of their abilities to cope with their environment and plan their future.

Table 3-16. Personal Competency By Group

Personal Competency Scale Score	Group	
	Dischargee	Non-Dischargee
Low	60.3 %	33.9 %
High	39.7	66.1
N	234	62

$\Phi = .22, p < .001$

Kruskal-Wallis - $H = 14.02, p < .001$

In summary, the Trainee Discharge Program dischargee, as compared with soldiers who are likely to successfully complete their first 180 days of active duty and training, are, prior to their enlistment, more likely to have experienced:

- less educational achievement
- poorer school relations
- unemployment
- less supervisory responsibilities
- low job satisfaction, and
- poorer interpersonal relations in the work environment

Their decision to enlist in the military is more likely to be the result of:

- their desire for a steady job
- their desire to avoid or resolve financial problems, and
- the advice they receive from persons outside their immediate family

The TDP dischargee is also more likely to have:

- no knowledge of the Trainee Discharge Program prior to entering the service, and
- a lower sense of personal competence

But the TDP dischargée is essentially the same as most soldiers who successfully complete their first 180 days of service in terms of:

- the type home or home environment they grew up in
- their marital status and quality of marital relations
- the extent to which they worked at various types of jobs prior to enlisting
- the extent to which they had financial problems prior to entering the service
- the extent to which they were offered guaranteed training and/or choice of duty station by the recruiter
- the extent to which they were promised prior to their enlistment that a civilian job would be waiting for them when they were discharged from the service
- their levels of pre-enlistment alcohol and drug use (with the exception of marijuana)
- their level of pre-enlistment delinquency, and
- their sense of personal anxiety resulting from the Army training situation.

3.2. The Trainee Discharge Program and How It Has Evolved

3.2.1 Program Objectives and Scope

We found general agreement among the local commanders and training cadre on their definition of the primary objectives of the Trainee Discharge Program. This is not surprising, for without exception they reported that the TDP's goal of providing local commanders a means of rapidly identifying and discharging unacceptable trainees was very much to their liking. In fact, one of the principal concerns the local commanders and training cadre expressed to our interviewers was the possibility that the TDP might be discontinued when the current state of the national economy improved, thereby making the recruitment and selection of soldiers more difficult.

There was also considerable commonality among the local commanders and training cadre on what criteria should be applied to select trainees for a "635-1" discharge. As noted above, the TDP was not intended to be used as a substitute for such administrative procedures as discharging people for "fraudulent enlistment, concealment of arrest record, unfitness, or because of physical or mental defects warranting separation through medical channels" (U.S. Department of the Army, 1974, p. 7). In addition, it was not to be used "in lieu of disciplinary actions" (*Ibid.*). Rather, it was intended to provide a mechanism for rapidly screening out trainees who lack the capacity to learn, the desire to meet Army standards, the ability to control their own actions, or the holding of a positive attitude toward the Army. In more than two-thirds of the 238 TDP discharge cases we investigated, the trainees had been separated from the service primarily because of their lack of aptitude, motivation, self-discipline, and/or poor attitude toward the Army. However, the results of our inquiry reveal that these were not always the principal reasons why cadre recommended trainees for a "635-1" discharge (Tables 3-1, and 3-18). These findings are described in greater detail below.

Table 3-17. Major Categories Of Reasons For Discharge Under the TDP
by Ranking of Importance of Reason Given by Training Cadre

Major Reason	Given as Most Important Reason		Given as Second Most Important Reason		Given as Third Most Important Reason	
	%	N	%	N	%	N
1. Emotional and psychological maladjustment (to include motivation and attitude measures)	64.5	149	60.6	137	56.5	115
2. Mental and physical aptitude	22.9	53	22.1	50	20.2	41
3. Lack of cooperation with peers and superiors	3.9	9	4.0	9	8.9	18
4. Committed military offense	3.0	7	5.8	13	5.9	12
5. Parental problems	1.7	4	2.7	6	3.9	8
6. Spouse/finance/wife problems	1.7	4	3.1	7	3.0	6
7. Fraudulent/erroneous entry	1.3	3	0.4	1	1.5	3
8. Substance abuse	0.9	2	1.3	3	0.0	0

1) Percentages based on N = 231

2) Percentages based on N = 226

3) Percentages based on N = 203

Table 3-18 Specific Categories of Reasons for Discharge Under the TDP
by Ranking of Importance Given by Training Cadre

Specific Reason	Given as Most Important Reason		Given as Second Most Important Reason		Given as Third Most Important Reason	
	% ²	N	% ³	N	% ⁴	N
1. Trainee has expressed a desire to get out of the Army	19.5	45	13.3	30	13.3	27
2. Lack of perserverence	6.5	15	8.0	18	8.4	17
3. Unwilling to accomplish something diff.cult	4.8	11	4.4	10	6.4	13
4. Failed physical training (PT) test	3.0	7	5.3	12	5.4	11
5. Unwilling to accept instruction or directions	0.0	0	8.4	19	4.9	10
6. Slow learner	6.1	14	3.5	8	0.0	0
7. Lacks physical coordination	3.9	9	4.4	10	0.0	0
8. Complained about Army way of life	3.0	7	4.4	10	0.0	0
9. Trainee is immature	6.5	15	0.0	0	0.0	0
10. Trainee nervous	3.9	9	1.8	4	1.0	2
11. Failed cognitive tests	3.0	7	0.0	0	3.4	7
12. Lack of cooperation with superiors	0.0	0	0.0	0	5.4	11
13. Trainee threatened to go AWOL	0.0	0	3.5	8	0.0	0

(Table continued on next page)

Table 3-18 (Con't) Specific Categories of Reasons For Discharge Under the TDP
by Ranking of Importance Given by Training Cadre

Specific Reason	Given as Most Important Reason		Given as Second Most Important Reason		Given as Third Most Important Reason	
	% ²	N	% ³	N	% ⁴	N
14. Lacks motivation (no elaboration)	3.0	7	0.0	0	0.0	0
15. Unwilling to set new personal standards and try to meet them	0.0	0	3.1	7	0.0	0
16. Lack of cooperation with peers	0.0	0	0.0	0	3.4	7

- 1) Only reasons with a minimum of N = 7 in at least one block of the matrix were cited here.
- 2) Percentages based on N = 231
- 3) Percentages based on N = 226
- 4) Percentages based on N = 203

Our training cadre survey revealed that almost two-thirds of the 238 trainees in our TDP dischargee sample (64.5 percent) were recommended for early separation because they could not psychologically adjust to military life. Overt behavioral criteria the cadre used to judge a trainee's lack of adjustment to the Army were the trainee's continuing unwillingness to accept instruction, complaints of being nervous and spending sleepless nights, frequent outbursts and sobbing, a reluctance to persevere and strive to complete difficult training tasks, and verbal threats to go AWOL if not discharged. However, the reason most commonly given for discharging trainees was the trainee's repeated request for an early discharge. In fact, the trainee's expressed desire to be discharged from the Army was one of three principal reasons why cadre recommended a TDP discharge in 44.3 percent of the 238 cases included in our dischargee sample. In 19.5 percent of all cases, it was listed as the primary reason the cadre recommended the trainee for a "635-1" discharge.

Although the criteria of "attitude," "motivation", and "self-discipline" are not clearly defined in the TDP documentation, and, as psychological concepts, are somewhat vague and overlapping in meaning, most of the criteria used by the cadre to describe trainee maladjustment to Army life approximate these three constructs. Therefore, it seems safe to argue that 64.5 percent of the TDP discharge cases we investigated seemed to conform with the Program goal of providing a rapid discharge for persons who are not sufficiently motivated, self-disciplined, and/or holding a proper attitude toward Army life.

It is more difficult to evaluate the Program in terms of the extent to which the training cadre are meeting the program's goal by discharging trainees because of low "aptitude" or "capacity to learn" and physical "unfitness". On the one hand, the program documentation specifies that trainees shall not be discharged through the TDP for having "physical or mental defects". On the other hand, the Program directives stipulate that it is permissible to discharge trainees whose aptitude prevents them from learning the knowledge and skills required of a soldier.

Despite the difficulty training cadre have in interpreting the differences between these two apparently conflicting statements, our survey revealed that many trainees are apparently recommended for and do receive TDP discharges for these reasons. Mental or physical deficiencies were listed as being one of the three principal reasons for discharge in over one fifth of the 238 cases included in our dischargee sample. Moreover, mental and physical deficiencies were listed as being the primary reason for discharge in 23 percent of the cases we examined.

The behavioral criteria used by the training cadre to judge these deficiencies were the trainees' failure to perform daily physical training (PT) or pass PT tests, their lack of physical coordination, and/or their inability to comprehend simple instructions, and/or their failure to qualify with their weapon.

From our observations and interviews with the trainees who were discharged for these reasons, we would not contest the validity of the training cadres' assessment of the trainee's aptitude. These evaluations were often supported by Army psychiatrists and psychologists. However, it is less clear as to whether or not some of these trainees should have been discharged through medical channels. In some cases, soldiers suffered from physical birth defects that prevented them from performing the required physical training. If the administratively easier TDP did not exist, there is little doubt that these cases would have been processed for discharge through medical channels. We observed that the training cadre had considerable discretion in determining which channels would be taken in a particular case.

We are obviously getting into the question of whether the goals of the TDP are expanding beyond those established in the program documentation. The answer to question is clearly yes. For instance, nine of the discharges in our sample were recommended for "635-1" discharges primarily because they allegedly had committed military offenses for which they may or may not have been charged and/or convicted. Moreover, this was listed as being a secondary or tertiary reasons for 28 of the 238 TDP discharges included in our survey sample.²

We also observed seven cases in which trainees were discharged in part because of cadre belief that the trainee had been either fraudulantly or erroneously admitted into the Army. Again, we are not questioning whether the trainee was properly admitted into the Army; we simply wish to point up these cases because they obviously conflict with the stated objectives of the TDP and reflect another way in which the objectives and scope of the TDP have expanded as the Program had been applied in the field.

Finally, we found many discharges that were primarily the result of the trainee having family problems. In these cases, the trainee demonstrated the proper motivation to succeed in the Army, had the mental and physical ability to be an effective soldier, and displayed a positive attitude toward the Army, but he was experiencing problems with his wife, fiancée, girlfriend or parent(s) that prevented him from continuing his training. Family hardship problems and family relations problems are not listed in the TDP directives as suitable reasons for discharge, but we found family problems to be the primary reason eight of the discharges in our sample were recommended for and received TDP discharges. Family problems were cited as secondary reasons in 13 cases and tertiary reasons in 14 other cases.

¹ Weapons firing performance was specifically deleted from the most recent version of the TRADOC Circular 635-1 (U. S. Department of the Army, 1974) as an appropriate criteria for selecting trainees for a TDP discharge. However, failure to qualify with their weapon continues to be viewed and used by many training cadre as a sufficient reason to recommend a trainee for a "635-1" discharge.

² "Military offenses" as we used the term here, includes substance (alcohol/drug) abuse. Substance abuse was given as the primary reason for discharge in 2 cases and the secondary or tertiary reason in 3 other cases.

3.2.2 Resources Used in the TDP

The TRADOC 635-1 Circular specified that the TDP was to be largely a company-level function. We found this generally to be the case.¹ Only in rare instances did a battalion, brigade, or post commander intercede and reverse a company commander's recommendation to discharge a soldier under the TDP. In the majority of cases we observed, the discharge process was initiated by either the platoon or assistant platoon sergeant of the potential dischargee, and the company commander initiated over one-third of the discharges (Table 3-19).

Table 3-19 Individual Who First Suggested That Soldier Should be Discharged Under the TDP

	Position	%	No.
1.	Platoon Sergeant	49.3	113
2.	Company Commander	34.1	78
3.	Assistant Platoon Sergeant	7.4	17
4.	Training Officer	3.5	8
5.	Others	5.5	13
	Total		229

The positions of the various Army personnel most often engaged in evaluating and counseling the TDP dischargees prior to their separation provides further evidence that the Program is largely a company level function; 84.2 percent, 88.7 percent, and 40.8 percent of the 238 dischargees were counselled by their company commander, platoon sergeant, and/or assistant platoon sergeant, respectively.² Only in rare instances were military personnel outside the company involved in counseling and evaluating dischargees to that degree (Table 3-20)

1

In our initial full survey, we interviewed many battalion, brigade, and post commanders. These individuals were quite knowledgeable about the program and consistently reported that, like non-judicial punishment, the TDP was largely administered at the company level. Our subsequent interviews with their company-level training cadre indicated that in most cases, the senior commanders tried to keep the TDP dischargee identification, evaluation, and separation process in the hands of the company commander and his cadre.

2

Source of data: Training Cadre Interviews

Table 3-20 Rate of Involvement in Counselling Trainees During Evaluation For TDP Discharge

	<u>Position</u>	<u>%</u>	<u>N</u>
1.	Trainee's platoon sergeant	88.7	211
2.	Trainee's company commander	82.4	192
3.	Trainee's assistant platoon sergeant	40.8	97
4.	Company first sergeant	16.4	39
5.	Company executive officer and training officer	16.0	38
6.	Military personnel outside of company	17.6	42

¹ N is greater than 238 because respondents were asked to list the three persons most involved in counseling the trainee.

This is not to say that other persons did not play important roles in evaluating the trainees for TDP discharges. The mental hygiene, chaplain, and medical personnel at the military posts were frequently called in by company commanders for consultation about the treatment of a potential discharger. The civilian and military workers at the trainee personnel records, finance, and separation offices were also utilized to effect the TDP discharge. On those rare occasions when a discharged trainee filed a rebuttal against his separation from the service, lawyers from the Judge Advocate General's office became involved.

Our initial field interviews and subsequent training cadre survey also revealed that battalion and brigade commanders take an active role in evaluating soldiers in their units for TDP discharges. In most units, they evaluate each case by reviewing the evaluation forms forwarded to them. Occasionally they will personally interview and attempt to counsel the trainee.

In a few instances, we encountered battalion commanders who attempted to interview most, if not all, of the TDP discharge candidates in their command. In those cases, the company-level training cadre reported they felt less responsible for the TDP evaluation process and less trusted by the commander involved. The cadre interviewers also reported, however, that the frequency with which either battalion or company commanders personally interviewed or counselled TDP discharge candidates tends to be inversely related to the length of time the officers have been in command of their units. Thus, if the practice is a problem for lower-ranking cadre, it appears to be a self-correcting one.

During the course of our research, the question arose as to whether the rate at which training cadre recommended trainees for a TDP discharge is positively correlated with the cadre's age, experience in a regular TO & E unit, or combat experience.¹ We tested for these relationships while holding constant the cadre's present position in the company in order to control for spurious relationship. None of the correlations proved significant thereby suggesting there is no significant generational or historical biases affecting their decision to initiate a discharge.

¹ "Combat experience" is a dichotomous variable derived from the cadre's response to the question asking what or he had ever come directly under fire.

3.2.3 The Discharge Process

The procedures used to evaluate the trainee for a TDP discharge did not appear to overtly violate any of the requirements described in TDP Circular 635-1. Soldiers did, indeed, undergo two evaluations within the company before discharge was initiated. We found that although the trainee was sometimes transferred to a different company for a second evaluation, more often he received his second evaluation from a cadre of the same company. This person was already familiar with his case and knew the first evaluator. Therefore, in reality, the trainees in most cases are not given a truly independent second evaluation, but rather one that is probably strongly influenced by the first evaluation.

This does not imply the cadre are being dishonest in their evaluations or that trainees are being discharged on an "assembly line" basis so rapidly they seldom receive a fair evaluation. Local commanders constantly stressed the importance of the cadre counseling the potential dischargée. In fact, we found that the dischargées in our sample were counselled on the average of more than six times before they were discharged. An average of eleven days elapsed while they were being evaluated for discharge at the company level.¹

We found that many company commanders were willing to discharge virtually every soldier who wanted separation from the service.² In these cases the potential dischargée made his wishes known to his commander at an early point in the training cycle, whereupon the commander initiated the paperwork for discharge. Invariably two cadre evaluations accompanied the discharge. However, the evaluations were more of a response to the initiative taken by the trainee rather than documents substantiating why the training cadre felt the trainee should be discharged. This is important because, as we noted earlier, our training cadre interviews revealed that one of the three principal reasons 44.3 percent of the 238 TDP discharge cases we analyzed attributed discharge to the trainee's expressed desire to get out of the Army.

The submission of a written evaluation recommending the trainee for discharge was, once again, largely a company-level responsibility (Table 3-21).

¹ Company-level evaluation time periods ranged from 1 to 45 days.

² Most company commanders were reluctant to discharge a soldier who was doing well in training yet wanted a 635-1 discharge. It was apparent these soldiers would do poorly in order to secure a 635-1 discharge. At least three dischargées we interviewed admitted this.

Table 3-21 Individuals Submitting Written Evaluation of Trainee For TDP Discharge

Position	%	N ^a
1. Platoon sergeant	81.8	193
2. Company commander	57.1	136
3. Assistant platoon sergeant	31.5	75
4. Company training officer	8.8	21
5. Army psychiatrist/psychologist	8.8	21
6. Company executive officer	6.7	16
7. Company first sergeant	6.3	15
8. Army Mental Hygiene Specialist	4.2	10
9. Battalion commander	2.5	6
10. Army social worker	1.7	4
11. Other	2.5	6

^aTotal N is greater than 238 because multiple responses were permitted

When the Trainee Discharge Program was established, the Army sought to protect the potential discharges' rights by allowing trainees to rebut the charges leveled against them. We found that trainees seldom rebut the company commander's recommendation for a TDP discharge. There is no evidence that the incidence of rebuttals was low because the trainees did not understand what was being done to them. Personal conversations with the discharges revealed that, as a group, they understood why they were being discharged and knew they had the opportunity to file a rebuttal. Similarly, most of the discharges knew that they had a right to have counsel as well as have a physical examination prior to separation.

Once the discharge is approved at company level, it is then sent to battalion and brigade headquarters to be reviewed. Of the 238 cases we researched, it took an average of 3.5 working days to receive battalion and brigade approval.

We found that local commanders have a major problem quartering and putting the 635-1 discharges to productive use between the time brigade approval is given and when the trainee is finally separated from the service. This period often exceeded the maximum four working-day limit specified in the TRADOC 635-1 Circular. (Department of the Army, 1974, p. 9)¹ In fact, for over a third of the trainees we surveyed, it took an average of more than eight days to process their paperwork after they had received brigade approval for the discharge.

¹ The original TRADOC Circular 635-1 of September 1973, stipulated three working days. However, this was amended to read four working days in the 14 November 1974 version. The later circular is effective through October, 1975.

At best, many of them fail to train satisfactorily after they learn of their upcoming discharge. Frequently, they see themselves as immune from any punitive measures resulting from their resistance to authority in the military environment. Often these discharges were reported by cadre as trying to make their peers who are still in training view the Army in the same negative light as they did. In short, simply separating the prospective dischargée from training is apparently not enough because they can still attempt to lower unit morale in the mess hall or barracks. On the other hand, if the discharges are separated from the rest of the company while awaiting processing of their discharge papers, the discharges must be closely and continually supervised. This need for supervision places a strain on already limited cadre resources, especially during the first weeks of the "Total Control" phase of BCT when company-level cadre spend 15-18 hour days training new recruits.

Usually the battalion or brigade commanders issue directives to their subordinates defining appropriate activities for soldiers who have already been evaluated for discharge. As can be seen in Tables 3-22 and 3-24, there was substantial agreement among cadre that the trainee should be pulled from normal training and assigned special duties while awaiting discharge. However, there was far less consensus on where the discharges should be quartered (Tables 3-23 and 3-25. This divergence of opinion is felt to be a direct result of the lack of specific instructions on this subject found in the in the original TRADOC 635-1 circular.

Table 3-22 After The Trainee's Discharge Was Approved By The Army, What Duties Was He Assigned?

<u>Duty</u>	<u>%</u>	<u>N</u>
Assigned special duties (orderly and supply room, messenger, etc.)	93.7	209
Continued normal training with the rest of the company	5.0	11
Confined to barracks only with no assigned duties	0.5	1
Other	0.9	2
Total		222

Table 3-23 After The Trainee's Discharge Was Approved By The Army, Where Was He Quartered?

Location	%	N
1. With other 635-1's in special company area	57.8	129
2. Not moved; remained in platoon barracks	39.9	89
3. Secluded by himself	0.9	2
4. Others	1.3	3
Total		223

Table 3-24 Since The Trainee's Discharge Was Approved At The Company Level (But Before It Was Approved At Higher Levels), What Duties Was He Assigned?

Duty	%	N
Continued normal training with the rest of the company	58.7	135
Assigned special duties (orderly and supply room, messenger, etc.)	39.6	91
Confined to barracks with no special duties	0.4	1
Other disposition	1.3	3
Total		230

Table 3-25 Since The Trainee's Discharge Was Approved At Company Level (But Before It Was Approved At Higher Levels), Where Was He Quartered?

Location	%	N
1. Not moved; remained in platoon in barracks	63.0	145
2. With Other 635-1's in special company area	36.1	83
3. Secluded by himself	0.9	2
Total		230

Finally, there was little evidence that company-level cadre were pressured by their superiors to either increase or reduce the number of persons to be discharged from their units under the TDP. In only 5.7 percent of the discharge cases did a member of the training cadre indicate that he was acting under pressure from his superior to discharge or retain an individual.¹

A higher number of cadre (14.2 percent) felt pressure from persons below them in the chain of command to discharge or retain a trainee. In over 90 percent of these cases, company commanders said they felt undue pressure from either a platoon or assistant platoon sergeant to discharge a particular trainee.

When asked if they felt pressure from any written rule or regulation issued by the Army to discharge or retain an individual, 7.4 percent of the cadre answered affirmatively.

There was no evidence, either formal or informal, that a "quota system" to control the rate of TDP discharges existed. Some company commanders reported they imposed their own quota if they felt the number of discharges in their unit was significantly higher than the other companies in the battalion.

3.3 Training Cadre Recommendations For Changes To Improve The TDP

During our initial field interviews we identified several aspects of the TDP that local commanders and training cadre tended to argue require change. These areas related to the amount of documentation required to process the discharge, the format and content of evaluation forms the cadre and discharges are expected to complete, and the amount of time that is taken to process the discharge. In the subsequent training cadre survey, we asked if the cadre had any recommendations for change in these or any other aspect of the TDP.

We found that the cadre were, without exception, generally very positive and enthusiastic about the TDP. However, almost three-quarters of them (72.4 percent) recommended at least some type of change to improve the Program (Table 3-26).²

On the amount of documentation (paperwork) required to discharge a trainee under the TDP, the overwhelming majority (85.5 percent) felt that the current amount of written documentation required to process a 635-1 discharge was adequate; 10.9 percent felt the amount of paperwork should be reduced; and 3.6 percent were in favor of having more written documentation than is currently required.

¹ Half of these cases involved pressure from the battalion commander.

² In the previous sections of this report, only the 83 cadre who were interviewed about the 238 individuals in our discharge sample were used. The responses from all 110 cadre interviewed in the course of our inquiry were used in this section.

**Table 3-26 Open-Ended Responses Of Cadre On How To Improve
Trainee Discharge Program (N = 110)**

A. Structured Questions	Agree with Statement	
	Number	Percent
1. The <u>amount</u> of written documentation in the evaluation form is:		
a. too much	12	10.9
b. not enough	4	3.6
2. The <u>format</u> of the evaluation from needs:		
a. more detailed and/or expanded information	17	15.5
b. to omit and/or shorten certain sections	7	6.4
3. Regarding the timing of the discharge itself:		
a. The paperwork takes too long after the discharge has been approved through the chain of command	42	38.2
b. The amount of time it takes to process the discharge above the company level is too long	32	29.1
c. The amount of time it takes to process the discharge at the company level is:	32	29.1
(1) too long	22	20.0
(2) too short	5	4.5

Table 3-26 Open-Ended Responses Of Cadre On How To Improve
Trainee Discharge Program (N = 110) (continued)

B. Unstructured Questions	<u>Agree with</u> <u>Number</u>	<u>Statement</u> <u>Percent</u>
What other changes would you like to see made in the TDP? (Only those ideas suggested by at least five percent of the sample are noted)		
1. Need better recruiting and screening of recruits at all levels to "weed out" marginal performers	23	20.9
2. Segregate discharges from other trainees after they know they are being discharged	10	9.1
3. Need closer monitoring to curb abuses in TDP	6	5.4
4. Should give 635-1 discharges less than an honorable discharge and/or use disciplinary measures in lieu of TDP	5	4.5

When asked if they could suggest any changes to improve the format of the evaluation report forms, once again most (78.1 percent) of the cadre felt that the current format was adequate.¹ However, the remainder of the cadre (21.9 percent) wanted to see some change, and three-quarters of these cadre (15.5 percent) felt that more detailed information on the reason for discharge was needed.

Several cadre pointed out that the current evaluation forms emphasize the use of check lists of trainee deficiencies. This format encouraged cadre to often check off most if not all of the deficiencies cited, thereby making the value of the form as a monitoring tool practically useless. On the other hand, certain criteria that are cited were purposely and admittedly avoided because the cadre feared they might have to substantiate their claims with direct evidence. The item asking the cadre whether the trainee had used or possessed drugs is an example of this. Finally, many cadre admitted that they did not know how to define or evaluate certain criteria such as "attitude", "aptitude", and "quitter". There were similar problems cited for the trainee forms. For example, some trainees reportedly did not understand the meaning of the words "rebuttal" or "counsel".

Several cadre said that to avoid these problems the cadre evaluations forms should be changed to require a narrative statement explaining why the trainee should be given a TDP discharge. There is little doubt that the reviewing authorities would have a better understanding of each case and its nuances if this change was made. The current practice of checking off numerous single-word items is clearly forcing the cadre to distort reality to fit the evaluation format to such an extent that the results have little value for persons trying to distinguish why certain soldiers are recommended for discharge. These views were not, however, shared by 6.4 percent of the cadre we interviewed who felt the evaluation forms should be shortened. No two persons in this group agreed on exactly what items should be changed or omitted, but they all felt the required paperwork was too time-consuming.

¹ There was considerable inter-post variance in the types and formats of evaluation forms used. For examples of these forms, see Appendix A.

While a substantial majority of the cadre saw no need for change in the "paperwork" required to process a TDP discharge, a great number of them were dissatisfied with the amount of time it takes to discharge a trainee under the TDP. Actually, there are three distinct phases in the discharge process. The first phase involves an evaluation of the trainee at the company level. The second phase entails the review of the company recommendation by battalion and brigade commanders. Once these reviews are completed, a third phase begins that includes the processing of the trainees for discharge. Over one-third (38.2 percent) of the cadre felt that the amount of time taken during the third phase should be reduced. Sometimes the discharged soldiers' demand for a separation physical exam is the cause for the delay. More often, however, the necessity to print a new set of orders and process the soldier's records overburdens the resources that are available to handle the paperwork required. The cadre desire to see this time period reduced primarily because they have found that the soldier who knows he is receiving a discharge under the TRADOC Circular 635-1 becomes impatient, frustrated, and often a discipline problem. This, in turn, has negative effects on the morale of the other troops who are still in training.

In addition, there were frequent complaints about the amount of time that it takes to process the paperwork through the chain of command. For instance, 29.1 percent of the cadre felt that once the discharge had been processed at the company level, it took too much time to obtain the approval of higher authorities (e.g., battalion, brigade, and, on rare occasions, the post commander). It was frequently suggested that, to expedite the discharge, the battalion commander should be the final approving authority where no rebuttals or other extenuating circumstances exist. They noted that since the brigade commander almost always agrees with the recommendations of his subordinates, his formal approval does not change the outcome of the discharge, but only lengthens the process by several days.

Finally, one-fifth of the respondents (20.0 percent) felt that the evaluation period at the company level was too long. Most of the cadre's comments in this area dealt with the time "lost" in awaiting supporting documentation from mental hygiene personnel. By contrast, some cadre (4.5 percent) felt that there was insufficient time taken at the company level to evaluate the trainees for a TDP discharge. This position was usually taken by cadre who were sensitive to the problems of the "slow learner" in Army training. They felt these trainees could not defend themselves against a hasty evaluation. In a similar vein, others cautioned against quickly discharging "troublemakers" under the Program because they felt that soldiers initially lacking self-discipline could be transformed into good soldiers. These cadre often recalled that they had gotten into trouble in their first year in the Army, but later "shaped up" and became effective soldiers.

There is no minimum time limit for evaluating a trainee for discharge; this seems appropriate given the need for flexibility in the discharge procedure.¹ However, it does seem apparent that there is a need for greater tolerance on the part of some cadre toward trainees who perform poorly in their first weeks of training.

The cadre also had suggestions on how other aspects of the TDP could be improved.² These comments were volunteered by the cadre and were not made in response to a leading question.

Over one-fifth of all the cadre interviewed felt that a large number of discharges were the result of recruiters who were not adequately screening volunteers or were giving the recruits misleading information about what to expect in the Army. Concerning the detrimental effects that persons who have been recommended for a TDP discharge can have on the morale of other trainees, ten cadre (9.1 percent) felt that, to ameliorate this potential morale problem, the discharges should be segregated from their peers after their discharge has been approved by the command and prior to the time they are separated from service. They felt that this segregation should be as complete as possible, including separate barracks and mess halls.

A further suggestion given by 5.4 percent of the respondents was that the entire program receive closer monitoring. This position was generally taken in response to feelings that the TDP was being overused by separating too many potentially effective trainees. Finally, 4.5 percent of the respondents felt that the giving of Honorable Discharges to TDP discharges was not appropriate and was far too lenient. They believed that, in some cases, soldiers should be punished for offenses they had committed rather than being honorably separated from the service through the TDP. Others felt the TDP discharges should not be given an Honorable Discharge because they should not be put on a par with other soldiers who successfully serve their entire term of enlistment.

¹ TRADOC Circular 635-1 specifies that two separate evaluations are needed before a recommendation for discharge can be initiated.

² Only those suggestions that occurred with a minimum response rate of four percent are discussed in this section.

4. DISCUSSION

In this report, we have seen that individuals who are discharged under the Trainee Discharge Program are unsuitable for military service and warrant an early discharge. We have also seen that in over seventy-five percent of the cases we observed, the reason used by training cadre to initiate and recommend soldiers for a TDP discharge conforms with the selection criteria established for the Program. In the remaining cases, however, the appropriateness of discharging the trainees under the TDP is less apparent. We have also seen that the average time required to effect TDP discharges is longer than what was intended and that the presence of the discharges in the training areas while they are awaiting the processing of their discharge papers has a detrimental effect on the morale and retention of those trainees who are successfully completing their training.

In this last section, we will first review the Trainee Discharge Program's strengths and weaknesses, as they directly affect its principal outcomes, i. e., the profile of the TDP discharges. Given these strengths and weaknesses, we will then suggest action steps that might be taken to make the Program more efficient, equitable, and effective in accomplishing its principal objective, that is, the rapid identification and separation from service of those individuals who are unacceptable for further military service.

4.1 Program Strengths

The Program's principal strength is that it is providing an effective means of screening out unqualified or undesirable soldiers at a very early stage of their enlistment. This undoubtedly has enabled the Army to save considerable funds and reduce its training costs.

Although there is no direct evidence, it seems highly probable that the Program has also reduced delinquency and absenteeism (AWOL or desertion) among Army BCT and AIT trainees. Army-wide AWOL rates have declined significantly since 1973 and the TDP has undoubtedly contributed to that reduction, although most of the variance can probably be attributed to higher selection standards.

Another strength in the Program is found in its relative simplicity from an administrative view point. As we have reported above, the TDP discharge process is largely a company-level function that is usually executed by the training cadre in an efficient manner with a minimum of support. The simplicity of the Program is largely a function of the limited amount of paperwork required of training cadre to report their evaluations of the prospective discharges.

Finally, the TDP serves a subtle but none the less very important morale and job enrichment function. By requiring that the decision to identify, evaluate and recommend the TDP discharge be largely limited to company-level training personnel, the Program has served to increase the responsibility and authority of the training company commander and his subordinates. By placing the TDP discharge process under the direct operational control of the company-level training cadre, the Army has told them that they are viewed as being competent and professional enough to decide the military careers of the trainees under their command. This practice cannot help but boost the morale of those training cadre who seek an important role in the Army training and decision-making process. Also, by providing these cadre the opportunity to perform an important and observable function in the Army, their feelings of self-esteem and job satisfaction cannot help but be enhanced. Thus, by instituting the TDP, the Army has improved its organizational effectiveness and improved the Army work environment.

4.2 Program Weaknesses

The Trainee Discharge Program, like any Army-wide program with such far-reaching consequences, is not without its faults. In fact, inherent in some of the strengths we have discussed above are the bases for some of its weaknesses. For example, while company-level control of most of the TDP discharge evaluation process is beneficial from a cost-effective, job enrichment, and morale-building standpoint, it may be subject to abuse and/or misuse by training cadre who are not totally aware of the far-reaching consequences TDP discharges have for the Army. As we noted earlier, company-level cadre use varying reasons and procedures for discharging soldiers under the Program that are occasionally at variance with the Program directives. Hence, there is some inconsistency in the way the TDP is implemented between posts, brigades, battalions, companies and platoons.

The inconsistent application of the TDP between units is partially the result of another major weakness in the Program--the clarity and comprehensiveness of the documentation upon which the Program is based. The training cadre we interviewed found many parts of the TRADOC Circular 635-1 vague and unclear. First, the principal selection criteria, "aptitude", "motivation", and "self-discipline", are so broadly defined they provide little guidance to these cadre in judging whether a trainee manifests these characteristics and therefore deserves to be discharged under the TDP. Also, the Program documentation is criticized in part for being self-contradictory. For example, on the one hand the trainee may be discharged under the TDP for exhibiting a lack of "aptitude" or "capacity to learn", but not for "mental defects warranting separation through medical channels." The distinction between these two criteria is not clear to many of the cadre we interviewed. Similarly, the trainee may be discharged for "unfitness", but not for "physical defects" warranting separation through medical channels. There is a need for clarification on these points.

The Program documentation is also criticised for not being specific enough in describing where the prospective TDP discharges are to be quartered and what duties they are to be assigned after their discharge recommendation has been approved and they are waiting to receive their discharge papers. As a result, each battalion and company is left to its own devices in deciding where to quarter these persons, what duties they are to perform, and who shall supervise them. As noted above, the cadre report that the presence of these prospective discharges in the training company area undermines the morale and cohesiveness of the "good" trainees who remain; leads to other soldiers asking for early discharges under the Program; and overburdens an already fully occupied training cadre, especially during the early weeks in BCT when drill sergeants must be closely supervising all the trainees.

4.3 Recommendations for Change

Based on our analysis of the survey data, our interviews with Army personnel above the company-level in the chain of command, and our own observations made during a period of over two months at the training sites, we can identify several areas in which changes should be made to improve the fairness, efficiency, and effectiveness with which the TDP is implemented in the field.

4.3.1 Clarifying The Program's Objectives

There is, first of all, a need to clarify the goals of the Program by stating the criteria for discharge or "indicators of quality" in a manner which is more easily understood and less subject to misinterpretation by the company-level training cadre. By the same token, the criteria to be used to select persons for a TDP discharge should be made more explicit and more distinguishable from those used to discharge others. As noted earlier, a substantial portion of trainees are given TDP discharges as a result of mental and physical ineptitude, fraudulent enlistment, committing delinquent acts, and simply failing to qualify with their weapon when they should not be discharged under the TDP for these reasons.

We also found wide disagreement among the training cadre as to whether or not a soldier who is performing satisfactorily but who states he wants to be released from the Army should be given a discharge under the TDP. We believe the Army should take steps to resolve this controversy. As it stands now, substantial numbers of the TDP discharges are initiated and effected simply because the trainee wants to get out of the Army.

4.3.2 Improving the TDP Discharge Process

There are several ways in which the Program discharge process can be changed to make a basically efficient and sound set of procedures even better. For instance, as noted earlier, in most cases there is considerable delay between the day a recommendation for discharge is approved by the final authority

(usually the brigade commander) and the day the soldier is separated from the Army and leaves the post. This delay primarily occurs in the post trainee personnel section offices. It was beyond the scope of this inquiry to investigate why the processing of the trainee takes as long as it does, but it seems apparent that the trainee personnel section offices are, quite simply, understaffed if they are to process the TDP discharges in less time than they are currently taking. In any case, we believe that this phase of the TDP discharge process warrants immediate investigation because the delays incurred are costly, both in terms of expenditures required to keep the prospective discharges on active duty, and because of the serious morale and discipline problems caused by the unmotivated--and in many cases embittered and delinquent--discharges who must wait in the company training area for long periods of time while awaiting discharge.

This problem is related to two other changes which we feel should be effected to improve the Program. It would not be difficult to set aside a special holding barracks away from the training companies where TDP discharges would be quartered while undergoing processing for discharge. Many of the discharges are already assigned post-wide special duties to perform, thus there would be no need to effect radical change in terms of what they are assigned to do. These special holding barracks would be supervised by staff other than company training cadre whose talents and special drill instructor training are not properly utilized if they are assigned the extra task of supervising TDP discharges.

The placing of all the post discharges in a central area would also serve to facilitate pre-separation counseling of these discharges. From our interviews with the discharges after they left the service, it is apparent that many leave the service either embittered, bewildered, or both. It is quite apparent that a proactive pre-separation counseling program is needed to facilitate the TDP discharges' entry back into civilian life. Moreover, it might improve the discharges' attitude toward the Army--an important consideration for any military organization depending on volunteers to fill its ranks.

Finally, there is an urgent need for an ongoing Army-wide evaluation of the TDP to assist Army commanders in their efforts to control and improve the Program. This could be accomplished using the survey feedback approach currently employed in many American industries. This approach would require the development of valid and reliable psychometric and sociological measures comparable to those developed for this inquiry. These measures could be incorporated in self-administered mail questionnaires administered periodically at various command levels to provide Army leaders and training cadre a comprehensive view of how the Program is being implemented. These instruments can be made relatively simple and machine-readable to assure accurate and rapid turn-around of evaluation results. They can also be made confidential and anonymous to help assure accurate and valid responses to the surveys without fear of reprisals or use of the survey data by others as a tool for evaluating specific individuals.

There is another important advantage of having a source of data on the TDP. These data can be aggregated and used by Army researchers to diagnose reasons for trainee failures and thereby lead to the development of new recruitment and selection tools. This inquiry has provided some insight on the profile of the ineffective trainee, but it is only a beginning. The development of a more comprehensive and representative data base would be invaluable in research efforts designed to develop means of selecting and, if necessary, assisting cadre to train more effective soldiers.

In summary, we have attempted in this inquiry to present an accurate view of the Trainee Discharge Program as it is being applied in the field. Based on the evidence we found, we must conclude that the TDP is serving a badly needed function by rapidly screening out individuals who are unsuitable for further military service at an early stage of their enlistment. Moreover, this goal is being accomplished, in most cases, in a generally equitable and efficient manner.

References

- Bachman, J. G. (1970). Youth in Transition, Volume II: The Impact of Family Background and Intelligence on Tenth-Grade Boys, Ann Arbor, Michigan: Institute for Social Research, The University of Michigan.
- Bauer, R. G. and Stout, R. L. (1974) Research on the State of Discipline in the U. S. Army. Final Report submitted to the U. S. Army Research Institute for the Behavioral and Social Sciences pursuant to Contract DAHC-19-74-C0052.
- Littlepage, G. E. and Fox, L. J. (1972). Personnel Control Facilities: An Analysis of AWOL Offenders Awaiting Disposition: (Working Draft). Ft. Riley, Kansas: Research and Evaluation Division, U. S. Army, Correctional Training Facility.
- Nunnally, N. C. (1967). Psychometric Theory. New York: McGraw Hill Book Company.
- Robinson, J. P., Athanasiou, R., and Head, K. B. (1969). Measures of Occupational Attitudes and Occupational Characteristics, Ann Arbor, Michigan: Survey Research Center, Institute for Social Research, The University of Michigan.
- Robinson, J. P. and Shaver, P. R. (1969). Measures of Social Psychological Attitudes, Ann Arbor, Michigan: Institute for Social Research, The University of Michigan.
- U. S. Department of the Army (1973). Evaluation and Discharge of Enlistees Before 180 Active Duty Days: TRADOC Circular No. 635-1, Fort Monroe, Virginia: Department of the Army, Headquarters, United States Army Training and Doctrine Command.
- U. S. Department of the Army (1974) Personnel Separations-Trainee Discharge Program (TDP): TRADOC Circular No. 635-1. Fort Monroe, Virginia: Department of the Army, Headquarters, United States Army Training and Doctrine Command.
- U. S. Department of the Army (1975a). Trainee Discharge Program: Memorandum HQ & A (1-94)-PER-106A.
- U. S. Department of the Army (1975b). The U. S. Army Trainee Discharge Program: Who Is the Likely Candidate. Washington, D. C.: U. S. Army Research Institute for the Behavioral and Social Sciences, Institutional Change Work Unit, Social Processes Technical Area.
- U. S. Department of the Army (1975c) Losses Under the Trainee Discharge Program--Information Memorandum. Washington, D. C.: Office of the Deputy Chief of Staff for Personnel.

U. S. Department of Defense, Office of the Assistant Secretary of Defense,
Manpower and Reserve Affairs (1974). Final Report of the Army
Scientific Advisory Panel Ad Hoc Group on Predicting Soldier Success.
Washington, D. C. : Department of Defense.

APPENDIX A
EVALUATION FORMS

This Appendix contains, in the order of their actual use, examples of the forms used by military personnel to (1) record their evaluations of Army trainees, and (2) recommend and process honorable discharges under the Trainee Discharge Program.

The "Counseling Checklist" and "Counseling Record" forms (pages A-3 and A-4) are completed by enlisted training cadre, usually BCT drill sergeants and AIT instructors. The form entitled, "Evaluation for Discharge for Enlistees Before 180 Active Duty Days" (page A-5) is also completed by the trainee's first-line supervisor, usually his or her platoon sergeant or assistant platoon sergeant. The form used by military psychological counseling personnel to report their evaluations of a trainee's suitability for the Army (page A-6) is frequently requested and used by training company commanders to support their recommendation for discharging a trainee under the TDP. The "Notification Letter of Proposed Discharge" form (page A-7) is used to notify the trainees of their company commander's recommendation for their discharge under the TDP. It is completed by simply filling in a brief statement in the space provided under paragraph 2 describing the reasons the trainee is being recommended for a TDP discharge. The trainee's endorsement (or lack of endorsement) of the company commander's recommendation is recorded on the "Return Endorsement" form (page A-8).

In addition to the forms presented here, each recommendation for a TDP discharge is accompanied by letters of endorsement usually written by the trainee's company and battalion commanders. The company commander's letter is usually a one-page statement describing why the subject trainee should be separated from service under the TDP. The battalion commander's letter is usually a brief paragraph supporting the company commander's recommendation. In the case of rebuttals, the trainees are given the opportunity to write a personal statement appealing the discharge recommendation, and this statement is forwarded with the other forms to the post commander for a final decision on the matter.

COUNSELING RECORD

NAME	SSN	AGE	COMP	MAJORITY	NO. DEP	EDUC
------	-----	-----	------	----------	---------	------

CIVILIAN OCCUPATION/SKILLS AMBITIONS

PERIOD	3-Above Average	2-Average	1-Below Average	0-Unsatisfactory			
PERIOD	First	Second	Third	Fourth	Fifth	Sixth	Seventh
General Rating							
Attitude							
Dependability							
Cooperation							
Self-Discipline							
Physical Development							
Social (Personality)							

1. General Rating

2. Attitude

[Appendix A-Page A- 3a]

3. Dependability

Third Week

Fourth Week

Fifth Week

Sixth Week

Seventh Week

COUNSELING CHECKLIST

NAME		SSAN		RANK	AGE	COMP	PLT	DQ
MARITAL STATUS		NO. DEP.	EDUC	HOR:				
RECRUITER INFO: Name, Address, phone								
CIVILIAN OCCUPATION / SKILLS				AMBITIONS				
RATING: 4 Superior 3 Above Ave. 2 Average 1 Below Ave. 0 Unsat DATE								
Military Discipline								
Physical Status								
Emotional Stability								
Military Adjustment								
Self Motivation								
Personal Needs								
Honesty								
Social Adjustment								
Accept. of Auth.								
Maturity								
Training Efficiency								
Military Potential								
TOTAL								

REMARKS:

EVALUATION FOR DISCHARGE FOR ENLISTEES BEFORE 180 ACTIVE DUTY DAYS

☐ First Evaluation

☐ Second Evaluation

TRAINEE DATA

NAME _____ RANK _____ SSN _____

ACTIVE DUTY DATE _____ PERIOD OF EVALUATION _____

TYPE OF TRAINING (BCT, AIT, AIT/OJT) _____ ORGANIZATION _____

1. The above named trainee is considered unacceptable for further military service due to demonstrated deficiencies in the following area(s):

- | | |
|-------------------------------------|--|
| ☐ Aptitude | ☐ Attitude |
| ☐ Motivation | ☐ Self discipline |

2. The following indicator(s) of poor quality have been observed or experienced with the above named trainee:

- | | |
|---|---|
| ☐ Quitter | ☐ History of drug or alcohol abuse. |
| ☐ Hostility toward the Army | ☐ Evidence of social/emotional maladjustment |
| ☐ Inability to accept instructions or directions | ☐ Lack of cooperation with peers and superiors |
| ☐ Clearly substandard performance | ☐ Other (Explain Below) |

(Add continuation sheet if necessary)

NAME, RANK, TITLE	SIGNATURE	DATE
-------------------	-----------	------

USAARMC FORM 3239 (Replaces USAARMC Form 3239, 1 Aug 73, which may be used until stock is exhausted) AG 7989-O-Amy-Knox-Mar 73-5M

REPORT OF MENTAL HYGIENE EVALUATION
(FLW Reg 40-17)

Date

TO:

FROM:

NAME

RANK

SSN

was evaluated UP

on

with the following results:

EVALUATION:

1. Behavior: ☐ not psychiatrically abnormal ☐ antisocial
☐ passive-aggressive ☐ passive-dependent ☐ hostile ☐ suspicious
☐ bizarre ☐ immature ☐ inadequate ☐ explosive
2. Violent tendencies: ☐ none ☐ suicidal ☐ homicidal
3. Level of alertness: ☐ fully alert ☐ dull ☐ somnolent
4. Level of orientation: ☐ fully oriented ☐ partial ☐ disoriented
5. Mood: ☐ depressed ☐ appropriate ☐ euphoric
6. Thinking process: ☐ clear ☐ confused ☐ bizarre
7. Thought content: ☐ normal ☐ abnormal ☐ hallucinations
☐ delusions ☐ paranoid ideation

IMPRESSIONS:

1. ☐ No significant psychiatric disorder.
2. ☐ Acute situational maladjustment.
3. ☐ Character/behavior disorder, ☐ mild ☐ moderate ☐ severe.
4. ☐ Intellectual deficiency.
5. ☐ Improper use of/ or addiction to drugs and/ or alcohol.
6. ☐ Other.

RECOMMENDATIONS:

1. ☐ Continue same duty status.
2. ☐ Modify training as follows:
3. ☐ Rehabilitative transfer.
4. ☐ MHCS will schedule further interviews with individual.
5. ☐ Medication prescribed as follows:
6. ☐ Other (e.g., change of MOS, other admin. action, etc.)
7. ☐ Elimination UP of

PERTINENT INFORMATION:

☐ Yes ☐ No This individual was and is capable of distinguishing right from wrong and adhering to the right. He is responsible for his actions and possesses the mental and emotional capacity to understand and participate in broad and other legal proceedings.

NAME AND RANK OF MENTAL HYGIENE OFFICER

SIGNATURE

USA MEDDAC FLW FORM 117 (Mar 74) Previous Editions Obsolete

DEPARTMENT OF THE ARMY
Fort Knox, Kentucky 40121

SUBJECT: Discharge From the United States Army

1. Under the provisions of DA message DTG 011510Z August 1973, subject: Evaluation and Discharge of Enlistees Before 180 Active Duty Days, I am initiating action to discharge you from the United States Army.
2. The reasons for my proposed action are:
3. The final decision in your case rests with the discharge authority. If your discharge is approved for reasons stated in paragraph 2, you will be furnished an Honorable Discharge. However, if you do not have prior military service you should understand that due to noncompletion of requisite active duty time, VA and other benefits normally associated with completion of honorable active duty service will be affected. For example, you would not be eligible for educational benefits under the GI Bill of Rights. Furthermore, you will not be permitted to reenlist in the Armed Services within 2 years from date of discharge.
4. You have the right to present any rebuttal or statements in your behalf to the discharge authority or you may waive these rights. Counsel (a commissioned officer other than the company commander) will be made available, if desired. You also have the right to request a separation physical if you feel your physical state has changed since your last examination.
5. Complete the attached acknowledgement and return it within 24 hours.

SUBJECT: Discharge From the United States Army

FROM:

TO:

1. I hereby acknowledge notification of my proposed Honorable Discharge from the United States Army. I understand that due to non-completion of requisite active duty time, VA and other benefits normally associated with completion of honorable active duty service will be affected.

2. I (do) (do not) desire to have a counsel assist me in explaining the discharge procedures or in making statements or rebuttals on my behalf.

a. If counsel is desired, do not complete items 3 and 4 and do not sign. Return this indorsement to the company commander who will provide you with counsel.

b. If counsel is not desired, complete items 3 and 4, sign and return this completed indorsement to the company commander.

3. I (do) (do not) desire to have a separation medical examination if this discharge is approved.

4. I (do) (do not) desire to make statements or submit a rebuttal in my behalf. (Statement/rebuttal, attached, if applicable).

Having been advised by me of the reasons for separation, the rights available to him, _____ personally made the choices indicated above.

APPENDIX B
DESCRIPTION OF SCALES AND INDICES

JOB RELATIONS SCALE

Variable. -- This scale is designed to measure the extent to which the respondent has had positive experiences in the civilian work environment as evidenced by his ease of adjustment to routine job requirements and enjoyment of good relations with his fellow workers.

Description. -- The scale contains seven items, five of which were used by Littlepage and Fox in their study of Army Personnel Confinement Facility inmates (1972). One item (Item 7) was developed specifically for this scale, while another (Item 1) was taken from the job relations scale reported in Bauer and Stout (1974).

Scoring. -- Respondents checked each item as either mostly true or mostly false. The responses indicating a favorable adjustment to work situations were assigned a two, while those indicating an unfavorable adjustment were coded one. Total scale scores were derived by summing the item scores. In the case of missing data, total scale scores were assigned proportionately according to the number of items for which valid responses were given. Finally, seven was subtracted from each total scale score, creating a range of 0 - 7. If any case had more than three missing item scores, it was coded as missing data. Of the missing cases that occurred, most represented respondents who had never held a job before entering the service. There were 12 such cases in the combined experimental and control samples (N = 301).

Reliability. -- The computed alpha coefficients were .632 for the experimental group and .722 for the control group, suggesting a moderate level of internal consistency.

Validity. -- Assuming the Job Relations Scale and School Relations Scale both measure an ability to adjust to structured situations, one would anticipate a positive correlation between the two scales. This is the case (Table B-1).

Table B-1. Job Relations by School Relations

<u>School Relations Scale Score</u>	<u>Job Relations Scale Score</u>		
	<u>Low</u>	<u>High</u>	<u>N</u>
<u>Low</u>	62.9%	37.1	159
<u>High</u>	45.2	54.8	126

$\rho = .29, P < .001$

Continuing with the assumption that the Job Relations Scale measures an ability to adjust to a structured work environment, one could hypothesize that our control group, having adjusted to Army life, will score higher on the Job Relations Scale. A Kruskal-Wallis test supports the hypothesis, showing that the two groups do differ significantly in the expected way ($H=22.87$, $P<.001$). This difference is obvious when one examines the means for each group. In the dischargee group, the mean score was 5.5 while in the control group it was 6.5. Forty-one percent of the dischargees scored below the overall scale median compared to only eleven percent in the control group.

Items. -- The seven scale items are listed below with the means and standard deviations of item scores for both the TDP dischargee sample (E) and the non-dischargee control sample (C).

Item No.	Item	Mean		Standard Deviation		N	
		E	C	E	C	E	C
1.	Holding a steady job was difficult for me	1.71	1.95	.45	.22	228	60
2.	I often changed from job to job	1.66	1.90	.46	.30	226	59
3.	Jobs I held were boring	1.61	1.85	.49	.36	227	60
4.	I frequently lost jobs because I arrived to work late	1.91	1.95	.29	.22	227	61
5.	I would usually take a job and quit after a few days or weeks	1.86	1.95	.35	.22	227	61
6.	I had difficulty getting along with people I worked with	1.90	2.00	.30	--	227	63
7.*	I enjoyed working	1.89	1.84	.31	.37	227	62

*Reversed item

SCHOOL RELATIONS SCALE

Variable. -- This scale is designed to measure the perceived quality of relations the respondent had within the school environment while he was growing up.

Description. -- The scale consists of six items, four from a uni-dimensional "School Problems" measure used in a survey of Armed Personnel Control Facility inmates by Littlepage and Fox (1972, p. 57) and two items from Bauer and Stout (1974). A seventh item, "My teachers did not care for me," was omitted because it correlated poorly with the other School Relations Scale items.

Scoring. -- Those responses indicating favorable school relations were coded two, while those indicating unfavorable relations were assigned a one. The individual items scores were summed to obtain the total scale score. Where item scores were missing, scale scores were assigned proportionately according to the number of responses given. To create a 0-6 scale range, six was subtracted from each total scale score. All 301 respondents gave enough valid responses (four or more) to be included in the analysis.

Reliability. -- Alpha coefficients were .914 for the experimental group and .835 for the control group, suggesting a high level of internal consistency.

Validity. -- Assuming a respondent with favorable relations is likely to stay in school longer than a respondent with poor school relations, one would expect those scoring high on school relations to have completed more school than their lower-scoring counterparts. The rank-order correlation coefficient between school relations and years of education is .34. ($P < .001$, Table B-2), suggesting the scale has construct validity. In addition, the high level of internal consistency offers circumstantial evidence of the scale's content validity. (Nunnally, 1967, p. 82).

Table B-2. School Relations by Education

Education	Mean School Relations Score	N
Grade School or less	2.33	15
Some high school	2.54	124
Completed high school	3.51	120
Attended college	3.88	42

Since the School Relations and Job Relations scales both measure an ability to adjust to structured situations, a high correlation between the two would provide further evidence of the construct validity. The actual rank-order correlation coefficient is .29 (Table B-1 on p. B-2).

As noted above in our description of the Job Relations Scale, there is a positive correlation between the respondent's ability to adjust to school and his ability to adjust to Army life. One would also expect to find a positive correlation between school relations and the ability to adjust to Army life. The data support this expectation. The mean School Relations score for the dischargee group is 2.88, while it is 3.79 for the non-dischargee group ($t(300) = 4.18$, $P < .001$). In terms of a correlation coefficient (ϕ), the relationship may be expressed as .21 (Table B-3).

Table B-3 School Relations by Sample

<u>Sample</u>	<u>School Relations Score</u>		<u>N</u>
	<u>Low</u>	<u>High</u>	
Dischargees	60.8%	39.2	237
Non - dischargees	34.9	65.1	63
$\phi = .21$			

Items. -- The six items comprising the final scale are listed below along with the means and standard deviations for both the TDP dischargee experimental sample (E) and the non-dischargee control sample (C).

Item No.	Item	Mean		Standard Deviation		N	
		E	C	E	C	E	C
1.	I did not like school	1.53	1.83	.50	.38	238	63
2.	I had difficulty with school work	1.54	1.81	.50	.40	238	63
3.*	I enjoyed school	1.56	1.78	.50	.42	237	63
4.	My parents (or guardians) were not happy with the grades I received in school	1.52	1.65	.50	.48	238	62
5.*	I participated in group activities (Scouting programs, 4-H Club, youth clubs, school projects)	1.41	1.41	.49	.50	237	63
6.*	I participated in organized team sports	1.31	1.32	.46	.47	238	63

* Reversed Item

FAMILY RELATIONS SCALE

Variable. -- This scale is designed to measure the respondent's subjective perceptions of the quality of family relations that prevailed in his home while he was growing up. The scale incorporates several facets of family relations, including family cohesiveness (closeness), parental punitiveness, and level of family responsibilities assigned to the respondent.

Description. -- The scale is composed of eight items which the respondent checked as mostly true or mostly false, and two items having six closed - response categories. The latter two were later dichotomized. Items 1 - 4 were taken from Bachman's Youth in Transition study of sophomore high school boys in the United States (1970, pp. 19 -20). The remaining items were used previously to measure perceptions of family cohesiveness and responsibilities among U.S. Army Personnel Control Facility inmates (Littlepage and Fox, 1972, p. 57). The following three items were deleted because they correlated poorly with the other Family Relations Scale items:

- I had to take care of my brothers and sisters
- My parents (or guardians) were concerned about my welfare
- My parents depended on me for financial support

Scoring. -- The responses indicating favorable family relations were assigned a two while those indicating unfavorable family relations were coded one. In cases with missing data, scale scores were assigned proportionately according to the number of responses given. Finally, ten was subtracted from each scale score, creating a range of 0 - 10. Cases with four or more missing item scores were coded as missing data. There were 11 such cases in the combined experimental and control samples (N = 301).

Reliability. -- The scale yielded alpha coefficients of .746 for the experimental group and .677 for the control group, indicating a moderate level of internal consistency.

Validity. -- The moderate level of internal consistency provides circumstantial evidence of the content validity of the scale (Nunnally, 1967, p. 82).

Items. -- The ten items included in the final scale are given below, along with the means and standard deviations for both the TDP dischargee sample (E) and the non-dischargee control sample (C).

Item No.	Item	Mean		Standard Deviation		N	
		E	C	E	C	E	C
1.	When you were growing up did you feel fairly close to your father (or male guardian)?	1.73	1.71	.44	.46	222	59
2.	When you were growing up did you feel fairly close to your mother (or female guardian)?	1.89	1.90	.31	.30	236	62
3.	When you were growing up, how much did you want to be the kind of person your father (or male guardian) is when you became an adult?	1.47	1.60	.50	.49	217	60
4.	How much did you want to be like the kind of person your mother (or female guardian) is?	1.47	1.44	.50	.50	233	62
5.	My family was happy together	1.86	1.84	.35	.37	238	63
6.	My family did things together	1.78	1.79	.42	.41	238	63
7.	I felt I could talk to my father (or male guardian)	1.69	1.70	.46	.46	225	57
8.	I felt I could talk to my mother (or female guardian)	1.83	1.78	.38	.42	236	63
9.	My parents (or legal guardians) were happy together	1.81	1.82	.40	.39	222	60
10.	I often had to help my family	1.37	1.28	.48	.45	238	60

TRAINING ANXIETY SCALE

Variable. -- This is a verbal-response measure of the level of situational anxiety experienced by the Army trainee. It is designed to measure anxiety related to the trainee's inability to cope with (1) the training exercises, (2) the risk of bodily injury, (3) the drill sergeant's yelling, and (4) the risk of failing to complete this training.

Description. -- The scale contains five items, each with four closed-response categories. For each item the respondent chose the response best describing the frequency with which he experienced the feeling described. The five items were developed specifically for this study.

Scoring. -- The four responses were assigned numeric values as follows:

- 4 very often or all the time
- 3 occasionally or sometimes
- 2 seldom
- 1 never

Item scores were then totalled to obtain the scale score. Five was subtracted from each scale score to obtain a range of 0-15. There were no missing responses.

Reliability. -- The scale yielded alpha coefficients of .609 for the dischargee group and .618 for the control group, indicating a moderate level of internal consistency.

Validity. -- In addition to the Training Anxiety Scale, the data set contains one other potential measure of anxiety or nervousness during training. When giving reasons for a trainee's discharge, training cadre often specified nervousness or physical symptoms of hyperanxiety. Presuming that both variables indicate that the respondent experienced anxiety during training, one would expect the two variables to be related. More specifically, one would expect that those respondents discharged for nervousness would have higher Training Anxiety Scale scores than those discharged for other reasons.

A t-test was used to compare the Training Anxiety Scale scores for each group. Surprisingly the two means (13.99 for those discharged for nervousness and 13.94 for the others) do not differ significantly ($t(229) = .31$). The same relationship may be expressed in terms of a correlation coefficient (point-biserial) as $-.02$.

There are several possible reasons for the failure of the expected relationship to occur. First, the respondent may have experienced high anxiety but never have shown it; consequently, the training cadre would not have listed nervousness as a reason for discharge. Second, the discharges' recall of his anxiety during training may not have been accurate. Third, the two measures may be evaluating two substantively different constructs.

A second test of validity was more encouraging. Assuming that anxiety arises when one perceives a situation as overpowering, one would expect those scoring high on the Training Anxiety Scale to score low on the Personal Competence Scale. The data support this assumption (Table B-4 and discussion on p. B-11).

Items. 7.-The five items, along with the means and standard deviations for the discharges experimental group (E) and the non-discharges control group (C), are listed below.

Item No.	Item	Mean		Standard Deviation		D	C
		D	C	D	C		
1.	How often did the training exercise you were told to do make you feel 'jumpy' or nervous?	2.60	2.86	1.19	.84	238	63
2.	How often did you worry about not having sufficient ability to complete your training successfully?	2.63	3.06	1.15	.82	238	63
3.	How often did you worry about what life would be like at your next duty station?	2.60	2.44	1.24	1.07	238	63
4.	How often did you worry about the possibility of your being injured during training?	2.98	3.05	1.15	.91	238	63
5.	How often did the drill sergeant's yelling make you feel 'jumpy' or nervous?	2.03	2.97	1.18	1.02	238	63

PERSONAL COMPETENCE SCALE

Variable. -- This scale is designed to measure the extent to which the respondent feels a sense of control over the course of his life.

Description. -- The scale consists of three questions each with dichotomous closed-response categories. The items were adapted from the measure developed by Campbell, et al (1960), as cited in Measures of Social Psychological Attitudes by Robinson and Shaver (1969, p.105).

Scoring. -- Those responses indicating a high sense of personal competence were assigned a two while those suggesting a low sense personal competence were coded one. Scale scores were obtained by summing individual item scores. If one response was missing, the scale score was assigned proportionately according to the two responses given. If more than one response was missing, the case was scored as missing data. There were five such cases in the combined experimental and control groups (N = 301). Most missing responses occurred when the respondent felt the question was not applicable because he never planned ahead or because he did not believe in luck.

Reliability. -- The scale yielded alpha coefficients of .535 for the dischargee experimental group and .428 for the non-dischargee control group, suggesting a moderately low but, for exploratory purposes, an acceptable level of internal consistency.

Validity. -- It is generally agreed that anxiety stems from fear of bodily injury or being overwhelmed by situational stimuli. Thus, it is reasonable to assume that a person with a low sense of personal competence is more likely to perceive a situation as overpowering and, hence, is more susceptible to anxiety attacks. The data support this assumption, revealing a negative correlation between personal competence and training anxiety (Table B-4).

Table B-4 Personal Competence by Training Anxiety

Training Anxiety	Personal Competence		N
	Low	High	
Low	49.7%	50.3	163
High	60.9	39.1	133

$r_{ho} = .14$ ($P < .01$)

Items. -- The three scale items are given below along with the means and standard deviations for both the discharges experimental group (E) and the non-discharges control group (C).

Item No .	Item	Mean		Standard Deviation		E	C
		E	C	E	C		
1.	Have you usually felt pretty sure your life would work out the way you want it to, or have there been times when you haven't been very sure about it?	1.45	1.70	.50	.46	225	61
2.	Do you feel that you are the kind of person who gets his share of bad luck, or do you feel that you have mostly good luck?	1.43	1.59	.50	.50	233	61
3.	When you plan ahead, do you usually get to carry out things the way you expected, or do things usually come up to make you change your plans?	2.95	2.97	.21	.18	234	62

EXPECTATION OF ARMY LIFE SCALE

Variable. -- This scale is designed to measure the extent to which the respondent had positive expectations of Army life. The items tap several areas: the respondent's anticipation of problems adjusting to Army life (items 1, 2 and 3); how the respondent expected others to act (items 4 and 5); how the respondent thought the Army would affect him (item 6); and the respondent's general expectations concerning the quality of Army life (items 7 and 8).

Description. -- The scale includes eight questions to which the respondent answered yes or no. Items 1, 4, 5, 7 and 8 were adapted from "What You Think about the Army - 1," a questionnaire developed by the Army Research Institute. Items 2, 3 and 6 were created specifically for this study. Three additional items, listed below, were deleted because of their poor inter-item correlation scores.

Before you entered the Army on active duty, did you feel that:

- The physical training you would undergo in the Army would be very difficult for you to complete?
- It would be easy for you to adjust to Army life?
- You would find your superiors easy to get along with?

Attempts to create subscales failed because either the resulting scales showed poor internal consistency or they failed to identify a uni-dimensional construct.

Scoring. -- Those responses suggesting positive expectations were assigned a two, while responses indicating negative expectations were coded one. To create a range of 0 - 8, eight was subtracted from each score. Items were summed to obtain the total scale scores were assigned proportionately according to how many responses were given. Cases with more than three missing responses were deleted. There were five such cases identified in the combined experimental and control survey samples (N = 301).

Reliability. -- The scale yielded alpha coefficients of .614 for the experimental group and .537 for the control group, indicating a moderate level of internal consistency.

Validity. -- The moderate level of internal consistency provides circumstantial evidence of the construct validity of the scale (Nunnally, 1967, p.82).

Items. -- The eight final scale items are given below along with the means and standard deviations for both the discharges experimental group (E), and the non-discharges control group (C).

Item No.	Item	Mean		Standard Deviation		N	
		E	C	E	C	E	C
	Before you entered the Army on active duty, did you feel that:						
1.	It would be easy for you to obey orders?	1.79	1.63	.41	.49	232	59
2.*	You would have problems back home that might make it difficult for you to complete your tour of active duty?	1.78	1.82	.41	.39	235	60
3.*	You would have difficulty remembering or understanding what you were being taught by your Army instructors?	1.57	1.84	.50	.37	228	63
4.	Your Army superiors would usually treat all soldiers the same, regardless of the soldiers' racial or ethnic origins?	1.75	1.79	.44	.41	230	62
5.	You would find soldiers in your unit very co-operative?	1.79	1.67	.41	.47	230	58
6.	Being in the Army would make you more self-disciplined?	1.60	1.87	.49	.34	230	62
7.*	You would find Army life boring?	1.53	1.77	.50	.43	233	60
8.	You would like the Army's way of doing things?	1.54	1.36	.50	.48	228	53

* (Reversed item)

JUVENILE DELINQUENCY INDEX

Variable. -- This index is designed to measure the extent to which the respondent participated in delinquent activities while growing up. These activities range from minor infringements such as staying out late to more serious acts like assault and theft. The contents of the index items vary considerably in terms of the seriousness of the delinquent act and the context in which it was committed. Items 9, 11 and 16 deal with disruptive behavior in school; items 11, 14, 15 and 19 describe interpersonal aggression; and items 3, 4, 5, 9, 10, 13 and 16 focus on acts of vandalism or theft.

Description. -- Twenty-three items are included in the index, each with five closed-response categories indicating how often the respondent took part in the specified activity. Twenty-one of the items (1-19 and 2-23) were taken from a checklist of delinquent behaviors reported by Bachman (1970, pp. 162-163) in the Youth in Transition study of high school sophomore boys in the United States. Two more items (20 and 21) were developed especially for this study.

Scoring. -- Numeric values were assigned to the responses as follows:

- 0 never
- 1 one time
- 2 two times
- 3 three or four times
- 4 five or more times

Total index scores are the sum of individual item scores. Cases with missing data were assigned total index scores proportionately according to the number of responses given; when there were more than three missing responses the case was deleted.

Reliability. -- The index yielded alpha coefficients of .838 for the experimental group and .880 for the control group, indicating a moderately high level of internal consistency.

Validity. -- If a respondent's proclivity toward delinquent behavior while growing up is a predictor of delinquent behavior later on, one would expect respondents discharged from the Army for committing military offenses to have higher Juvenile Delinquency Index scores than those discharged for other reasons. A Kruskal-Wallis test shows the two groups do differ in the

expected manner (Table B-5). The average delinquency score of the group discharged for offenses is much higher (27.4) than that of the non-delinquent discharges (21.1).

Table B-5 Juvenile Delinquency by Military Delinquency

	<u>Juvenile Delinquency Score</u>		<u>N</u>
	<u>Below Median</u>	<u>Above Median</u>	
Delinquent discharges	39.1%	63.9	69
Non-delinquent discharges	56.8	43.2	155

$H = 10.96$ ($P < .001$) (based on actual scale scores)

Items. -- The 23 index items are listed below along with the means and standard deviations for both the TDP dischargee experimental group (E) and the non-dischargee control group (C).

Item No.	Item	Mean		Standard Deviation		N	
		E	C	E	C	E	C
1.	I stayed out later than my parents (guardians) said I could.	2.92	3.32	1.62	1.18	238	63
2.	I ran away from home.	.66	.30	1.07	.61	238	63
3.	I took something not belonging to me worth <u>less</u> than \$50.	1.32	1.47	1.57	1.63	238	62
4.	I went onto someone's land or into some house or building when I wasn't supposed to be there.	1.14	1.56	1.51	1.64	238	62
5.	I set fire to someone else's property on purpose.	.08	.21	.39	.65	238	63
6.	I argued or had a fight with one of my parents.	2.16	2.32	1.78	1.80	238	63
7.	I got into trouble with the police because of something I did.	1.11	.86	1.40	1.16	238	63

Item No.	Item	Mean		Standard Deviation		N	
		E	C	E	C	E	C
8.	I hurt someone badly enough to require bandages or a doctor for their injuries.	.67	.51	1.20	1.05	237	63
9.	I damaged school property on purpose.	.24	.41	.74	.98	238	63
10.	I took something from a store without paying for it.	1.32	1.86	1.55	1.56	237	63
11.	I hit a teacher.	.29	.29	.79	.89	238	63
12.	I drank an alcoholic beverage (liquor, beer, wine) without my parents' permission.	2.6	3.0	1.78	1.59	238	62
13.	I took a car that didn't belong to someone in my family without permission of the owner.	.15	.16	.62	.65	238	63
14.	I hit my father.	.31	.11	.89	.41	238	62
15.	I took part in a fight where a bunch of my friends were against another bunch of kids.	1.08	1.06	1.53	1.52	238	63
16.	I took something not belonging to me worth <u>more</u> than \$50.	.33	.59	.88	1.16	238	63
17.	I had to bring my parents to school because of some trouble I got into.	1.34	.89	1.52	1.12	237	62
18.	I skipped a day of school without a proper excuse.	2.78	2.65	1.62	1.59	238	63
19.	I used a knife or gun (or some other weapon) to get something from another person.	.09	.27	.53	.83	238	63
20.	Arrested by civilian authorities	.70	.57	1.21	1.00	238	63

Item No.	Item	Mean		Standard Deviation		N	
		E	C	E	C	E	C
21.	Convicted of a crime by a civilian court.	.28	.19	.70	.54	238	62
22.	Suspended from school for disciplinary reasons.	1.18	.89	1.44	1.38	238	63
23.	Expelled from school.	.33	.51	.85	1.16	237	63

PRE-SERVICE DRUG/ALCOHOL USE INDEX

Variable. -- This index is designed to measure the extent to which respondents were using drugs or alcohol just prior to entering the service.

Description. -- The index contains seven items describing types of drugs with seven closed-response categories describing frequency of use. From these, the respondent chose the response best describing his use of each drug. These seven items were used previously by Bauer and Stout (1974).

Scoring. -- Numeric values were assigned to the response categories as follows:

- 0 Never
- 1 One time only
- 2 Once or twice a year
- 3 3 - 10 times a year
- 4 Once or twice a month
- 5 Once or twice a week
- 6 Daily, or nearly every day

Total index scores are the sum of item scores, with incomplete cases assigned scores proportionately depending on the number of responses given. All respondents (N = 301) gave enough responses (six or more) to be included in the analysis.

Reliability. -- The index yielded alpha coefficients of .788 for the experimental group and .877 for the control group, suggesting a moderately high level of internal consistency.

Validity. -- Assuming that the Drug/Alcohol Use and Juvenile Delinquency Indices both measure an underlying proclivity toward delinquent behavior, one would expect a high positive correlation between the two measures. The data support this expectation (Table B-6).

Table B-6 Drug/Alcohol Use by Juvenile Delinquency

<u>Drug/Alcohol</u>	<u>Juvenile Delinquency</u>		
	<u>Low</u>	<u>High</u>	<u>N</u>
Low	74.0%	26.0	154
High	27.2	72.8	147

$\chi^2 = .63$ $P < .001$

Items. -- The seven scale items are listed below along with the means and standard deviations for both the TDP discharge experimental group (E) and the non-discharge control group (C).

Item No.	Item	Mean		Standard Deviation		N	
		E	C	E	C	E	C
1.	Marijuana (pot, grass, Mary Jane or hashish)	2.11	2.94	2.46	2.46	238	63
2.	Stimulants (uppers, speed, bennies, pep pills, etc.)	.70	1.13	1.57	1.85	238	63
3.	Depressants (downers, yellow jackets, red devils, mandrax, quaalude, THC, etc)	.57	.73	1.37	1.48	238	63
4.	Beer and/or wine	4.18	4.34	1.90	1.81	238	62
5.	Opiates (Heroin, horse, smack, "H", morphine, opium, etc.)	.18	.21	.77	.74	238	63
6.	Hard liquor (gin, whiskey, vodka, etc.)	2.27	2.84	2.07	2.17	238	63
7.	Hallucinogens (LSD, mescaline, peyote, etc.)	.43	.60	1.20	1.34	238	63

Description of Measures for Dischargee Experimental Group (E) and Non-dischargee Control Group (C)

Measure	Actual Range		N		Mean		Standard Deviation	
	E	C	E	C	E	C	E	C
Job Relations Scale	1-7	1-7	227	62	5.55	6.47	1.52	1.14
School Relations Scale	0-6	0-6	238	63	2.88	3.79	1.58	1.36
Family Relations Scale	0-10	1-10	228	62	6.88	6.84	2.35	2.16
Training Anxiety Scale	0-15	0-13	238	63	7.16	5.62	3.68	2.96
Personal Competence Scale	0-3	0-3	234	62	1.26	1.85	1.06	.99
Expectation of Army Life Scale	0-8	2-8	234	62	5.37	5.78	1.90	1.64
Juvenile Delinquency Index	0-71	0-58	238	63	23.09	23.97	13.18	14.74
Pre - Service Drug/Alcohol Use	0-39	0-38	238	63	10.44	12.76	7.60	8.90

APPENDIX C
SURVEY INSTRUMENTS AND
RESPONSE DISTRIBUTIONS

TRAINING CADRE QUESTIONNAIRE

TRAINEE ID CODE NUMBER _____

TRAINEE NAME: _____
(Last) (First) (Middle Initial)

TRAINEE SOCIAL SECURITY NUMBER: _____

A. Background Questions

1. Date: June/July _____, 1975
(Circle)

2. Site: (1) Ft. Knox 116 49.2%
(2) Ft. Leonard Wood 120 50.8%
Missing data 2

3. Interviewee Characteristics:

a. Rank (circle one):

0(0.0%)	(3)	E-3	3(3.6%)	(10)	0-1
0(0.0%)	(4)	E-4	6(7.2%)	(11)	0-2
5(6.0%)	(5)	E-5	27(32.5%)	(12)	0-3
15(18.1%)	(6)	E-6	0(0.0%)	(13)	0-4
16(19.3%)	(7)	E-7	0(0.0%)	(14)	0-5
12(14.5%)	(8)	E-8	0(0.0%)	(15)	0-6
0(0.0%)	(9)	E-9			

b. Branch of Service (circle one):

30(36.0%)	(1)	Infantry
20(24.4%)	(2)	Armor
5(6.1%)	(3)	Artillery
0(0.0%)	(4)	Medical Service Corps
0(0.0%)	(5)	Chaplain
0(0.0%)	(6)	Adj. General (JAG)
1(1.2%)	(7)	Military Intelligence

(list continued on next page)

0(0.0%) (8) Military Police
 14(17.1%) (9) Engineer
 4(4.9%) (10) Signal Corps
 2(2.4%) (11) Quartermaster Corps
 2(2.4%) (12) Transportation
 3(3.7%) (13) Ordnance
 1(1.2%) (14) Other (specify _____.)
 Missing Data 1

c. Special Qualifications (check if applicable)

8(9.8%) (1) Ranger
 4(4.9%) (2) Special Forces
 28(34.1%) (3) Airborne
 9(10.8%) (4) Pilot
 3(3.7%) (5) Other (specify: _____.)
 (Because multiple responses were allowed, the percentages do not equal 100 percent).

d. Present Position (check one)

0(0.0%) (1) Bttn CO	0(0.0%) (11) Psychiatrist/Psychologist
0(0.0%) (2) Bttn XO	0(0.0%) (12) Mental Hygiene Specialist
29(35.4%) (3) Company CO	0(0.0%) (13) Social Worker
3(3.7%) (4) Company XO	0(0.0%) (14) Lawyer (Trial or Defense Counsel)
1(1.2%) (5) Training Officer	
13(15.9%) (6) First Sgt.	0(0.0%) (15) Legal Specialist
22(26.8%) (7) Plt. Sgt. (DI)	0(0.0%) (16) Race Relations/EEO Counsel
12(14.6%) (8) Asst. Plt. Sgt. (DI)	0(0.0%) (17) Alcohol/Drug Abuse Counsel
1(1.2%) (9) Chaplain	0(0.0%) (18) Inspector General
0(0.0%) (10) Chaplain Asst.	1(1.2%) (19) Other (Specify: _____.)
Missing Data 1	

e. Age: _____ years

$\bar{X}$ = 30.407

SD = 4.1719

Range = 22 - 40

f. Length of Time in Present Position: _____ months

$\bar{X}$ = 10.837

SD = 9.2071

Range = 1 - 48

g. Current Unit:

Not recorded here. (For identification purposes only)

<u>Level</u>	Bge (circle)	1	2	3	4	5	_____
	Btn (circle)						
	Company	(1)A	(2)B	(3)C	(4)D	(5)E	(6)Speci
	Platoon	1	2	3	4	5	6 Special

Special Unit: 1. HQ Command 2. Mental Hygiene

Not recorded here. (For identification purposes only)

3. JAG 4. Medical Service

5. Other (specify: _____)
0 = Not Applicable

h. Type

66(82.5%)	(1)	BCT
3(3.8%)	(2)	AIT-Armor
0(0.0%)	(3)	AIT-Infantry
11(13.8%)	(4)	AIT-Engineer
0(0.0%)	(5)	AIT-Other (Specify: _____)
		Missing data 3

4. Since being assigned to your present position how many times including _____'s case, have you been involved in the evaluation of a soldier that resulted in his being discharged under Army Regulation 635-1? _____ times.

$\bar{X}$ = 35.481
SD = 40.304
Range = 1 - 262

5. a. Do you have any experience in a T O & E unit?

71(88.8%) (1) 9(11.3%) (2) no

Missing Data = 3

b. Did you ever come directly under fire?

53(93.0%)	(1)	Vietnam, Cambodia, Laos
0(0.0%)	(2)	Korea
2(3.5%)	(3)	Other place (specify: _____)
2(3.5%)	(4)	Vietnam, Cambodia, Laos and Korea

Missing Data = 26

c. Did you ever come directly under fire? _____

57(71.3%) (1) Yes 23(28.8%) (5) No

Missing Data = 3

Do you believe _____ should be discharged
from the Army?

228(98.3%) (1) Yes 4(1.7%) (5) No

Missing Data = 3

IF NO, WHY? _____

B. Trainee Discharge Process

1. Reasons for Discharge: What are the principle reasons why
you believe (trainee) _____ should
be discharged under 635-1 program?

(a) Mental/Physical Aptitude

Missing Data = 29	(1) 48(23.0%)	(1) Yes 161(77.0%)	(5) No - Failed cognitive tests
Missing Data = 2	(2) 3(1.3%)	(2) Yes 226(98.7%)	(5) No - Unable to <u>compre-</u> <u>hend</u> spoken English at acceptable level of proficiency
Missing Data = 10	(3) 8(3.5%)	(1) Yes 220(96.5%)	(5) No - Unable to <u>read</u> English at acceptable level of proficiency
Missing Data = 10	(4) 7(3.1%)	(1) Yes 221(96.9%)	(5) No - Unable to <u>write</u> English at acceptable level of proficiency
Missing Data = 10	(5) 7(3.1%)	(1) Yes 221(96.9%)	(5) No - Unable to <u>speak</u> English at acceptable level of proficiency
Missing Data = 11	(6) 54(23.8%)	(1) Yes 173(76.2%)	(5) No - Other mental def- iciency (specify: _____ _____ _____)
Missing Data = 22	(7) 71(32.9%)	(1) Yes 145(67.1%)	(5) No - Failed PT Test or unable to do daily P (Specify: _____ _____)

Missing Data = 44	(8)	5(2.6%)	(1)	Yes	189(97.4%)(5)	No- Failed to negotiate confidence course
Missing Data = 14	(9)	55(24.6%)	(1)	Yes	169(75.4%)(5)	No- Lacks physical coordination (can't march)
Missing Data = 8	(10)	10(4.3%)	(1)	Yes	220(95.7%)(5)	No- Unable to control urinary functions (bed wetting)
Missing Data = 9	(11)	21(9.2%)	(1)	Yes	199(86.9%)(5)	No- Unable to meet physical standards due to over-weight, obesity, under-weight, frailty
Missing Data = 7	(12)	17(7.4%)	(1)	Yes	214(92.6%)(5)	No- Orthopedic problem
Missing Data = 7	(13)	17(7.4%)	(1)	Yes	214(92.6%)(5)	No- Physical manifestations of nervousness
Missing Data = 7	(14)	7(3.0%)	(1)	Yes	224(97.0%)(5)	No- Poor personal hygiene
Missing Data = 7	(15)	25(10.8%)	(1)	Yes	206(89.2%)(5)	No- Other physical deficiency or medical problem.

(b) Motivation/Attitude
Behavioral measures

Missing Data = 7	(1)	99(42.9%)	(1)	Yes	132(57.1%)(5)	No- Unwillingness to accomplish assigned tasks
Missing Data = 9	(2)	85(37.1%)	(1)	Yes	144(62.9%)(5)	No- Unwillingness to take initiative; exert leadership.
Missing Data = 11	(3)	71(31.3%)	(1)	Yes	156(68.7%)(5)	No- Unwillingness to be competitive (compete with rival, or try to surpass others).
Missing Data = 10	(4)	54(23.7%)	(1)	Yes	174(76.3%)(5)	No- Reluctance to dispense one's talents.
Missing Data = 11	(5)	73(32.2%)	(1)	Yes	154(67.8%)(5)	No- Reluctance to try new things; take on new challenges.
Missing Data = 10	(6)	88(38.6%)	(1)	Yes	140(61.4%)(5)	No- Unwillingness to set new personal standard and try to meet them.
Missing Data = 9	(7)	109(47.6%)	(1)	Yes	120(52.4%)(5)	No- Lack of perseverance

Missing Data = 8	(8)	62(27.0%)(1)	Yes	168(72.0%)(5)	No- Articulated hostility toward army, military lifestyle, etc.
Missing Data = 8	(9)	12(5.2%)(1)	Yes	218(94.8%)(5)	No- Pacifism (lack of desire to fire weapons kill, go to war, support goals of military, etc.
Missing Data = 7	(10)	85(36.8%)(1)	Yes	146(63.2%)(5)	No- Unwilling to accept instructions or directions
Missing Data = 7	(11)	162(70.1%)(1)	Yes	69(29.9%)(5)	No- Trainee has expressed desire to get out of Army.
Missing Data = 7	(12)	40(17.3%)(1)	Yes	191(82.7%)(5)	No- Immature
Missing Data = 7	(13)	27(11.7%)(1)	Yes	204(88.3%)(5)	No- Expressed anxiety
Missing Data = 7	(14)	18(7.8%)(1)	Yes	213(92.2%)(5)	No- Dependent on parents
Missing Data = 7	(15)	13(5.6%)(1)	Yes	218(94.4%)(5)	No- Dependent on spouse, fiancée, girlfriend
Missing Data = 7	(16)	16(6.9%)(1)	Yes	215(93.1%)(5)	No- Threatened or implied going AWOL
Missing Data = 7	(17)	20(8.7%)(1)	Yes	211(91.3%)(5)	No- Lack of motivation
Missing Data = 7	(18)	12(5.2%)(1)	Yes	219(94.8%)(5)	No- Low sense of personal competence
Missing Data = 7	(19)	15(6.5%)(1)	Yes	216(93.5%)(5)	No- Malingering
Missing Data = 7	(20)	8(3.5%)(1)	Yes	223(96.5%)(5)	No- Other threats(excluding AWOL)
Missing Data = 7	(21)	7(3.0%)(1)	Yes	224(97.0%)(5)	No- Disruptive/ill disciplined
Missing Data = 7	(22)	4(1.7%)(1)	Yes	227(98.3%)(5)	No- Outward pull factors (job at home, etc.)
Missing Data = 7	(23)	1(0.4%)(1)	Yes	230(99.6%)(5)	No- Unable to qualify with weapon
Missing Data = 7	(24)	4(1.7%)(1)	Yes	227(98.3%)(5)	No- Out of touch with reality, dis oriented
Missing Data = 7	(25)	22(9.6%)(1)	Yes	208(90.4%)(5)	No- Other behavior (specify: _____)

(c) Lack of cooperation with:

Missing Data = 10	(1)	72(31.6%)(1)	Yes	156(68.4%)(5)	No- Peers
Missing Data = 11	(2)	79(34.8%)(1)	Yes	148(65.2%)(5)	No- Superiors

TRAINEE ID NUMBER

DECK IDENTIFICATION NUMBER

Missing Data = 7	(3)	5(2.2%)	(1)	Yes	226(97.8%)(5)	No- Is committing adultery or is suspected of same
Missing Data = 7	(4)	10(4.3%)	(1)	Yes	221(95.7%)(5)	No- Is lonely, depressed asks trainee to come home
Missing Data = 7	(5)	1(0.4%)	(1)	Yes	230(99.6%)(5)	No- Threatening suicide
Missing Data = 7	(6)	7(3.0%)	(1)	Yes	224(97.0%)(5)	No- Has asked for divorce separation, or is threatening to leave trainee
Missing Data = 7	(7)	14(6.1%)	(1)	Yes	217(93.9%)(5)	No- Is pregnant
Missing Data = 7	(8)	9(3.9%)	(1)	Yes	222(96.1%)(5)	No- Is having problem with relatives, friends, employer, etc. which she cannot handle alone
Missing Data = 7	(9)	3(1.3%)	(1)	Yes	228(98.7%)(5)	No- Crisis at home
Missing Data = 7	(10)	7(3.0%)	(1)	Yes	224(97.0%)(5)	No- Other problems

(J) Financial problems

Missing Data = 7	(1)	10(4.3%)	(1)	Yes	221(95.7%)(5)	No- Can't support family on Army pay
Missing Data = 7	(2)	4(1.7%)	(1)	Yes	227(98.3%)(5)	No- Has debts which he can't repay. Source of debts (specify: _____)

(d) Homosexuality

Missing Data = 7 (1) 0(0.0%) (1) Yes | 231(100.0%)(5) No-

(e) Fraudulent/erroneous entry

Missing Data = 7 (1) 10(4.3%) (1) Yes | 221(95.7%)(5) No- Fraudulent entry-
physical/mental
Missing Data = 7 (2) 11(4.8%) (1) Yes | 220(95.2%)(5) No- Erroneous entry,
physical/mental
Missing Data = 7 (3) 4(1.7%) (1) Yes | 227(98.3%)(5) No- Recruiter/friend
took written exams for
trainee or coached
him/her.
Missing Data = 7 (4) 3(1.3%) (1) Yes | 228(98.7%)(5) No- Prior felony record
not reported.
Missing Data = 7 (5) 10(4.3%) (1) Yes | 221(95.7%)(5) No- Trainee was misin-
formed by recruiter

(f) Substance abuse

Missing Data = 7 (1) 7(3.0%) (1) Yes | 224(97.0%)(5) No- Drug abuse
Missing Data = 7 (2) 3(1.3%) (1) Yes | 228(98.7%)(5) No- Alcohol abuse

Missing Data = 9 Has _____ received any non-judicial punishment
(Article 15) that you know of? 21(2.2%) (1) Yes 208(90.8%)
(5) No (IF YES, indicate offense for which trainee was
charged in next item.)

OFFENSES

1. AWOL	5	13.3%
2. Refusal to obey orders	6	40.0%
3. Insubordination	0	0.0%
4. Possession/use of drugs	1	6.7%
5. Assault without a weapon	0	0.0%
6. Drunk and disorderly	0	0.0%
7. DWI (Drunk While driving)	0	0.0%
8. Destruction of property	0	0.0%
9. Stealing	0	0.0%
10. Assault with a weapon	1	6.7%
11. Failure to repair	1	6.7%
12. Self-inflicted wounds	0	0.0%
13. Other	1	6.7%

(g) Committed military offense(s) for which he may or may not have been formally punished?

Missing Data = 7	(1)	10(4.3%)	(1)	Yes	221(95.7%)(5)	No - AWOL
Missing Data = 7	(2)	45(19.5%)	(1)	Yes	186(80.5%)(5)	No - Refusal to obey orders
Missing Data = 7	(3)	36(15.6%)	(1)	Yes	195(84.4%)(5)	No - Insubordination
Missing Data = 7	(4)	7(3.0%)	(1)	Yes	224(97.0%)(5)	No - Possession/use of drugs
Missing Data = 7	(5)	4(1.7%)	(1)	Yes	227(98.3%)(5)	No - Assault without weapon
Missing Data = 7	(6)	1(0.4%)	(1)	Yes	230(99.6%)(5)	No - Drunk and disorderly
Missing Data = 7	(7)	0(0.0%)	(1)	Yes	231(100.0%)(5)	No - DWI
Missing Data = 7	(8)	1(0.4%)	(1)	Yes	230(99.6%)(5)	No - Destruction of property
Missing Data = 7	(9)	1(0.4%)	(1)	Yes	230(99.6%)(5)	No - Stealing
Missing Data = 7	(10)	1(0.4%)	(1)	Yes	230(99.6%)(5)	No - Assault with a weapon
Missing Data = 7	(11)	3(1.3%)	(1)	Yes	228(98.6%)(5)	No - Failure to repair
Missing Data = 7	(12)	3(1.3%)	(1)	Yes	228(98.6%)(5)	No - Other offenses

(h) Parental problems:

Missing Data = 7	(1)	13(5.6%)	(1)	Yes	218(94.4%)(5)	No - Parents dependent on trainee for financial support, transportation work etc.
Missing Data = 7	(2)	16(6.9%)	(1)	Yes	215(93.1%)(5)	No - Parental illness
Missing Data = 7	(3)	18(7.8%)	(1)	Yes	213(92.2%)(5)	No - Parental dependence on trainee for psychological/emotional support
Missing Data = 7	(4)	16(6.9%)	(1)	Yes	215(93.1%)(5)	No - Other (specify: _____)

(i) Spouse/fiancee/girlfriend problems

Missing Data = 8	(1)	4(1.7%)	(1)	Yes	226(98.3%)(5)	No - Is ill, epileptic, physically incapacitated
Missing Data = 8	(2)	5(2.2%)	(1)	Yes	225(97.8%)(5)	No - Has left home

(Interviewer: Review list of reasons given with interviewee, then ask:)

Of these reasons, in your opinion, what is the single most important reason why _____ should be discharged?

<u>MAJOR CATEGORIES:</u>	<u>NO.</u>	<u>PERCENT</u>
1. Emotional/psychological/maladjustment; motivation/ attitude measures	149	64.5%
2. Mental/physical aptitude	53	22.9
3. Lack of cooperation with peers/superiors	9	3.9
4. Committed military offense	7	3.0
5. Parental problems	4	1.7
6. Spouse/fiancée/girlfriend problems	4	1.7
7. Fraudulent/erroneous entry	3	1.3
8. Substance abuse	2	0.9

TOTAL	231	99.9%
Missing Data	7	

SPECIFIC: Categories(minimum of N= 7)

1. Trainee has expressed desire to get out of Army	45	19.5% *
2. Trainee is immature	15	6.5
3. Lack of perseverance	15	6.5
4. Slow learner	14	6.1
5. Unwilling to accomplish something difficult	11	4.8
6. Lacks physical coordination	9	3.9
7. Nervous	9	3.9
8. Failed cognitive tests	7	3.0
9. Failed PT Test	7	3.0
10. Complained about Army way of life	7	3.0
11. Lacks motivation (no elaboration)	7	3.0

* (from a base of N=231)

What is the second most important reason, etc.?

<u>MAJOR CATEGORIES:</u>	<u>NO.</u>	<u>PERCENT</u>
1. Emotional/psychological maladjustment; motivation/ attitude measures	137	60.6
2. Mental/physical aptitude	50	22.1
3. Committed military offense	13	5.8
4. Lack of cooperation with peers/superiors	9	4.0
5. Spouse/firancee/girlfriend problems	7	3.1
6. Parental problems	6	2.7
7. Substance abuse	3	1.3
8. Fraudulent/erroneous entry	1	.4

TOTAL	226	100.0%
Missing Data	12	

SPECIFIC: Categories (minimum N=8)

1. Trainee has expressed desire to get out of Army	30	13.3*
2. Unwilling to accept instructions	19	8.4
3. Lack of perseverance	18	8.0
4. Failed PT Test	12	5.3
5. Lacks physical coordination	10	4.4
6. Complained about Army way of life	10	4.4
7. Unwilling to accomplish something difficult	10	4.4
8. Slow learner	8	3.5
9. Threatened to go AWOL	8	3.5
10. Unwilling to set new personal standards and try to meet them	7	3.1

*(from a base of N =226)

What is the third most important reason, etc.?

<u>MAJOR CATEGORIES</u>	<u>NO.</u>	<u>PERCENT</u>
1. Emotional/psychological maladjustment; motivation/ attitude measures	115	56.6%
2. Mental/physical aptitude	41	20.2
3. Lack of cooperation with peers/superiors	18	8.9
4. Committed military offense	12	5.9
5. Parental problems	8	3.9
6. Spouse/fiancee/wife problems	6	3.0
7. Fraudulent/erroneous entry	3	1.5
8. Substance abuse	0	0.0
TOTAL	203	100.0%
Missing Data	35	

SPECIFIC Categories (Minimum N=7)

1. Trainee has expressed a desire to get out of Army	27	13.3% *
2. Lack of perseverance	17	8.4
3. Unwilling to accomplish something difficult	13	6.4
4. Lack of cooperation with superiors	11	5.4
5. Failed PT Test	11	5.4
6. Unwilling to accept instruction or directions	10	4.9
7. Lack of cooperation with peers	7	3.4
8. Failed cognitive tests	7	3.4

*(from a base of N = 203)

How did _____ first come to your attention
as a possible dischargée under AR 635-1? (How did you first hear of
_____ 's problem?)

24	(10.8%)	(1)	Trainee approached interviewee
113	(50.7%)	(2)	Contacted by someone else
21	(9.4%)	(3)	Entrance interview (face-to-face)
5	(2.2%)	(4)	Demographic entrance questionnaire
40	(17.9%)	(5)	Observed abnormalities
8	(3.6%)	(6)	Observed delinquent behavior
12	(5.4%)	(7)	Observed substandard performance

Missing Data - 15

How many weeks of the training cycle did _____ complete?
_____ week of _____ weeks in the training cycle?

	<u>BCT</u>	<u>AIT</u>
$\bar{X}$	2.0751	3.1667
S.D.	1.1514	2.0375
Range	0-6	1-7

3. To the best of your knowledge, who in your company first suggested to you that _____ should be discharged under 635-1, or were you the first person to come to that conclusion?

73	(31.9%)	(01)	Nobody (I came to that conclusion on my own.) (Of this total, all the respondents were company commanders.)
5	(2.2%)	(02)	CP CO
1	(0.4%)	(03)	CP XO
8	(3.5%)	(04)	Training Officer (S3) EM or O (circle)
3	(1.3%)	(05)	CP 1st SGT.
113	(49.3%)	(06)	PLT SGT (also called DI)
17	(7.4%)	(07)	Asst. PLT SGT (also called DI)
0	(0.0%)	(08)	Trainee's Peer(s)
1	(0.4%)	(09)	Chaplain
5	(2.2%)	(10)	Army Psychiatrist/Psychologist
1	(0.4%)	(11)	Army Social Worker
1	(0.4%)	(12)	Army Medical Doctor (than Psychiatrist)
0	(0.0%)	(13)	Race Relations/EEO Counselor
0	(0.0%)	(14)	Substance Abuse Counselor
0	(0.0%)	(15)	JAG Officer
0	(0.0%)	(16)	Trainee's Parent(s)
0	(0.0%)	(17)	Trainee's Wife/Girlfriend
0	(0.0%)	(18)	Other military person(s) (specify: _____)
1	(0.4%)	(19)	Other civilian person(s) (specify: _____)

Missing Data = 9

4. What three persons were most involved in
(Note: This involves only those who had face-to-face contact with trainee)

1	(0.4%)	(01)	No one, other than myself (This respondent was a company commander)
192	(82.4%)	(02)	CP CO
14	(5.9%)	(03)	CP XO
24	(10.1%)	(04)	Training Officer (S3)
39	(16.4%)	(05)	CP 1st SGT
211	(88.7%)	(06)	PLT SGT (also called DI)

(List continued)

97	(40.8%)	(07)	ASST. PLT SGT (also called DI)
11	(4.6%)	(08)	Chaplain
17	(7.1%)	(09)	Psychiatrist/Psychologist
5	(2.1%)	(10)	Social Worker
0	(0.0%)	(11)	Race Relations/EEO Counselor
0	(0.0%)	(12)	Substance Abuse Counselor
0	(0.0%)	(13)	JAG Officer
3	(1.3%)	(14)	Behavioral Science Technician
1	(0.4%)	(15)	Medical Officer
5	(2.1%)	(16)	Other military person

*(Total of 238)

(FOR COMPANY CO OR HIS REPRESENTATIVE ONLY)

5. How many counseling sessions were completed before _____ received final approval for his discharge under AR 635-1? _____ (number)

$\bar{X}$: 6.6667 S.D. : 3.6124 Range : 0 - 35 MD - 7

6. How many days did it take to evaluate _____'s case and forward your recommendation to the BTN CO? _____ days.

$\bar{X}$: 11.126 S.D. : 8.3592 Range : 0 - 45 MD - 7

7. How many days did it take from the day you submitted your written approval to BTN till the day you received final approval of his discharge? _____ days.

$\bar{X}$: 3.5339 S.D. : 2.8002 Range : 0 - 14 MD - 7

8. Who, including yourself, has submitted a written evaluation of _____? (Up to three people)

136	(57.1%)	(01)	CP CO
16	(6.7%)	(02)	CP XO
21	(8.8%)	(03)	CP TRA OFF
15	(6.3%)	(04)	CP 1st SGT
193	(81.8%)	(05)	PLT SGT
75	(31.5%)	(06)	Asst PLT SGT
3	(1.3%)	(07)	Chaplain
1	(0.4%)	(08)	Asst. Chaplain
21	(8.8%)	(09)	Army Psychiatrist/Psychologist
10	(4.2%)	(10)	Army Mental Hygiene Specialist (EM)

(List continued)

4	(1.7%)	(11)	Army Social Worker
0	(0%)	(12)	Military Lawyer
0	(0%)	(13)	Legal Assistant
0	(0%)	(14)	Race Relations/EEO Counselor
0	(0%)	(15)	Substance Abuse Counselor
6	(2.5%)	(16)	Bttn. Commander
1	(0.4%)	(17)	Medical Officer or Doctor
1	(0.4%)	(18)	Other

(Since three responses per interviewee were allowed, the percentage column exceeds 100.0%)

9. Since _____'s discharge was approved at company level: Where has he been quartered?

145	(63.0%)	(01)	Regular platoon barracks (not moved)
83	(36.1%)	(02)	With other 635-1's in special company area
2	(0.9%)	(03)	Secluded by himself/herself
0	(0%)	(04)	Special platoon of soldiers displaying poor adjustment to military life
0	(0%)	(05)	Outside company area (where: _____)
0	(0%)	(06)	Other (specify: _____)

Missing Data - 8

10. What duties has he been assigned during this period (i.e., after discharge approved at company level)?

135	(58.7%)	(01)	Continued normal training with rest of company
91	(39.6%)	(02)	Assigned special duties (specify: _____)
0	(0%)	(03)	Confined to company area w/no assigned duties
1	(0.4%)	(04)	Confined to barracks w/no special duties
3	(1.3%)	(05)	Other disposition

Missing Data - 8

11. Since _____'s recommendation for discharge was approved by the Army, where has he been quartered?

89	(39.9%)	(01)	Regular platoon barracks (not moved)
129	(57.8%)	(02)	With other 635-1's in special company area
2	(0.9%)	(03)	Secluded by himself
0	(0%)	(04)	Special platoon of soldiers displaying poor adjustment to military life
0	(0%)	(05)	Outside company area (specify: where _____)
3	(1.3%)	(06)	Other (specify: _____)

Missing Data - 15

12. What duties has he been assigned during this period?
- | | | | |
|-----|---------|------|---|
| 11 | (5.0%) | (01) | Continued normal training with rest of company |
| 208 | (93.7%) | (02) | Assigned special duties (specify which duties: _____) |
| 0 | (0%) | (03) | Confined to company area / with no assigned duties |
| 1 | (0.5%) | (04) | Confined to barracks only with no assigned duties |
| 2 | (0.9%) | (05) | Other (specify: _____) |
- Missing Data - 16

13. Perceived pressure from above:

- a. Did you feel/perceive any undue pressure from a person above you in the chain of command to either discharge or not discharge trained?

- | | | | |
|-----|---------|------|---|
| 13 | (5.7%) | (01) | Yes (go to 13b) |
| 217 | (94.3%) | (02) | No (skip to 14 and code 13b "00" and 13c "0") |

- b. IF YES, please describe what happened. (Record primary source of pressure)

- | | | | |
|---|---------|------|-------------------------------------|
| 0 | (0%) | (01) | BGE CO |
| 0 | (0%) | (02) | BGE XO |
| 6 | (50.0%) | (03) | BTN CO |
| 0 | (0%) | (04) | BTN XO |
| 0 | (0%) | (05) | CP CO |
| 0 | (0%) | (06) | CP XO |
| 0 | (0%) | (07) | CP TRA OFF |
| 0 | (0%) | (08) | CP 1st SGT |
| 0 | (0%) | (09) | CP PLT SGT |
| 0 | (0%) | (10) | ASST PLT SGT |
| 2 | (16.7%) | (11) | Chaplain |
| 0 | (0%) | (12) | Chaplain Asst |
| 1 | (8.3%) | (13) | Army Psychiatrist/Psychologist |
| 0 | (0%) | (14) | Army Mental Hygiene Specialist (EM) |
| 0 | (0%) | (15) | Army Social Worker |
| 0 | (0%) | (16) | Military Lawyer |
| 0 | (0%) | (17) | Legal Assistance (EM) |
| 0 | (0%) | (18) | Race Relations/EEO Counselor |
| 0 | (0%) | (19) | Substance Abuse Counselor |
| 2 | (16.7%) | (20) | Other person (specify: _____) |

(List continued)

0 (0%) (99) Not Ascertainable
 0 (0%) (00) Not Applicable
 1 (8.3%) (22)

Missing Data - 226

c. Type of pressure
 Person Above's Preference

Interviewee's Preference	Retain/Discharge	Discharge	Retain
		5(41.7%) (1)	3(25.0%) (2)
		4(33.3%) (3)	0(0.0%) (4)

Missing Data - 226

14. Perceived pressure from below:

a. Did you feel/perceive any undue influence from person(s) below you in the chain of command to either discharge or retain trainee?
 31 (14.2%) (01) Yes (go to 14b)
 188 (85.8%) (02) No (skip to 15 and code 14b "00" and 14c "0")
 Missing Data - 19

b. IF YES, please describe what happened.
 (Interviewer: record primary source of pressure)

0 (0%) (01) RGE CO
 0 (0%) (02) RGE XO
 0 (0%) (03) BTN CO
 0 (0%) (04) BTN XO
 0 (0%) (05) CP CO
 0 (0%) (06) CP XO
 0 (0%) (07) CP TRA OFF
 2 (0.5%) (08) CP 1st SGT
 23 (74.2%) (09) PLT SGT
 5 (16.1%) (10) ASST PLT SGT
 0 (0%) (11) Chaplain
 0 (0%) (12) Chaplain Asst
 0 (0%) (13) Army Psychiatrist/Psychologist
 0 (0%) (14) Army Mental Hygiene Specialist (EM)
 0 (0%) (15) Army Social Worker
 0 (0%) (16) Military Lawyer
 0 (0%) (17) Legal Assistance (EM)

(List continued)

0 (0%) (18) Race Relations/EEO Counselor
 0 (0%) (19) Substance Abuse Counselor
 1 (3.2%) (20) Other person (specify: _____)
 0 (0%) (99) Not ascertainable
 0 (0%) (00) Not applicable
 Missing Data - 207

c. Record type of pressure:
 Person Below's Preference

Interviewee's Preference	Retain/Discharge	Discharge	Retain
		8(29.6%) (1)	3(11.1%) (2)
		16(59.3%) (3)	0(0.0%) (4)

Missing Data - 211

15. Did you feel pressured by any written rules or regulations issued by the Army to either discharge or retain _____?

17 (7.4%) (01) Yes
 213 (92.6%) (05) No
 Missing Data - 8

IF YES, specify:

Source of influence _____

Direction of influence _____

____(1) encouraged 635-1 discharge

____(2) discouraged 635-1 discharge

16. Now, I want to ask you some general questions about the Trainee Discharge Program.

First, do you have any recommendations toward changing the program to make it more fair, efficient and/or effective as related to:

a. Amount of written documentation required

12(15.6%) (1)

Change (Specify: _____

 _____)

(Continued)

65(84.4%) (5) No Change
Missing Data - 6

b. Type (format) of written evaluation required

29(37.7%) (1) Change (Specify: _____

_____))

48(62.3%) (5) NO Change
Missing Data - 6

c. Amount of time taken to process evaluation and forward recommendation at company level:

19(24.7%) (1) Change (Specify: _____

_____)

58(75.3%) (5) NO Change
Missing Data - 6

d. Amount of time taken to process evaluation from company to higher (BGE CO, Post CO, etc.) level.

20(26.0%) (1) Change (Specify: _____

_____)

57(74.0%) (5) No Change
Missing Data - 6

e. Amount of time taken between final approval/completion of all paperwork and trainee's discharge.

40(51.9%) (1) Change (Specify: _____

_____)

37(48.1%) (5) No Change
Missing Data - 6

f. Are there any other changes that you would recommend?

48(62.3%) (1) Change (Specify: _____

37(37.7%) No Change
Missing Data - 6

Interviewer: Describe situational context of the interview below.*

____ (1) Yes ____ (5) No

Did you have privacy throughout the course of the interview?

____ (1) Yes ____ (5) No

Was interviewee assured of confidentiality of information obtained?

____ (1) Yes ____ (5) No

Were there any distractions within the setting?

Other Comments: _____

* not tabulated

US ARMY TRAINEE DISCHARGE PROGRAM EVALUATION

Dischargee Telephone Interview Questionnaire

Dischargee ID No. _____ No. of weeks since discharged

X : 6.1737

S.D. : 2.5764

Range: 1 - 13

Interviewer: TJM MD RB Other _____ Date: Aug/Sep

PRIOR TO ENTERING THE ARMY

How much schooling did you have prior to your entering the Army?

15	(6.3%)	(01)	Completed grade school or less
112	(47.1%)	(02)	Some high school
66	(27.7%)	(03)	Completed high school, received diploma
18	(7.6%)	(04)	Completed high school, GED
26	(10.9%)	(05)	Some college
1	(0.4%)	(06)	Completed college (bachelor's degree)
0	(0.0%)	(07)	Some graduate school

Now I would like to ask some questions about the circumstances under which you grow up - say until you were sixteen years old.

Which one of the following types of communities describe the place where you spent most of your time while you were growing up? (list communities)

73	(30.7%)	(01)	Large city
36	(15.1%)	(02)	Small city
17	(7.1%)	(03)	Suburb of city
77	(32.4%)	(04)	Small town
35	(14.7%)	(05)	Rural area or farm

Which one of the United States (or its possessions) did you live in most of the time while you were growing up?

<u>Northeastern</u>		38(16.0%)		
0(0.0%)	(01)	Maine	8(3.4%)	(07) New York
5(2.1%)	(02)	New Hampshire	2(0.8%)	(08) New Jersey
3(1.3%)	(03)	Vermont	6(2.5%)	(09) Pennsylvania
5(2.1%)	(04)	Massachusetts	0(0.0%)	(10) Delaware
3(1.3%)	(05)	Rhode Island	2(0.8%)	(11) Maryland
1(0.4%)	(06)	Connecticut	3(1.3%)	(12) West Virginia
<u>Southern</u>		75(31.4%)		
6(2.5%)	(13)	Virginia	11(4.6%)	(19) Tennessee
2(0.8%)	(14)	North Carolina	14(5.9%)	(20) Kentucky
2(0.8%)	(15)	South Carolina	5(2.1%)	(21) Arkansas
1(0.4%)	(16)	Georgia	16(6.7%)	(22) Texas
4(1.7%)	(17)	Alabama	8(3.4%)	(23) Louisiana
4(1.7%)	(18)	Mississippi	2(0.8%)	(24) Florida
<u>Midwest</u>		106(39.5%)		
15(6.3%)	(25)	Ohio	6(2.5%)	(32) Kansas
12(5.0%)	(26)	Indiana	5(2.1%)	(33) Iowa
28(11.8%)	(27)	Michigan	3(1.3%)	(34) Oklahoma
14(5.9%)	(28)	Illinois	12(5.0%)	(35) Missouri
7(2.9%)	(29)	Wisconsin	0(0.0%)	(36) N. Dakota
3(1.3%)	(30)	Minnesota	0(0.0%)	(37) S. Dakota
1(0.4%)	(31)	Nebraska		
<u>Rocky Mountain</u>		7(2.9%)		
1(0.4%)	(38)	Idaho	0(0.0%)	(42) Utah
0(0.0%)	(39)	Montana	1(0.4%)	(43) Nevada
0(0.0%)	(40)	Wyoming	0(0.0%)	(44) New Mexico
2(0.8%)	(41)	Colorado	3(1.3%)	(45) Arizona
<u>Pacific Coast</u>		11(4.6%)		
7(2.9%)	(46)	California	3(1.3%)	(48) Washington
1(0.4%)	(47)	Oregon	0(0.0%)	(49) Alaska
<u>Pacific Area</u>		0(0.0%)	<u>Caribbean</u> 0(0.0%)	
0(0.0%)	(50)	Hawaii	0(0.0%)	(52) Puerto Rico
0(0.0%)	(51)	Guam	0(0.0%)	(53) Virgin Islands
<u>Foreign Country</u>		1(0.4%)		
1(0.4%)	(54)	Name of country: France		

Were both of your parents alive during most of the time you were growing up - say until you were sixteen or seventeen years old ?

222	(93.3%)	(01)	Yes
12	(5.0%)	(02)	No, father deceased

(List continued)

(continued from the preceding page)

3	(1.3%)	(03)	No, mother deceased
0	(0.0%)	(04)	No, both parents deceased
1	(0.4%)	(05)	Don't know

IF YES, what was your parents' marital status most of the time while you were growing up? Were they married and living together or what?

167	(75.2%)	(01)	Yes, married and living together
19	(8.6%)	(02)	No, married, but <u>not</u> living together; separated, legally or otherwise
33	(14.9%)	(03)	No, divorced
0	(0.0%)	(04)	No, unmarried, <u>but</u> living together (including "common law" marriage)
3	(1.4%)	(05)	No, unmarried and <u>not</u> living together
0	(0.0%)	(06)	No, other status (specify: _____)

Missing Data - 16

Who did you live with most of the time while you were growing up?

165	(69.6%)	(01)	Parents (or step-parents)
13	(5.5%)	(02)	Parent and step-parent
45	(19.0%)	(03)	Mother (or step-mother) only
3	(1.3%)	(04)	Father (or step-father) only
8	(3.4%)	(05)	With relative(s) from immediate family
0	(0.0%)	(06)	With other relative(s) and/or legal guardian(s)
3	(1.3%)	(07)	In other situation (specify: _____)

Missing Data - 1

What was the primary occupation of the head of the household in which you lived during most of the time you were growing up? (Specify type of work and position held: _____)

Head of Household Occupation (Duncan Socio - Economic Index Scores)

Score	Number	Percentage
90 - 100	0	(0.0)
80 - 89	3	(1.4)
70 - 79	5	(2.4)
60 - 69	4	(1.9)
50 - 59	9	(4.3)
40 - 49	29	(13.4)
30 - 39	26	(12.0)
20 - 29	31	(14.5)
10 - 19	91	(42.2)
0 - 9	18	(8.4)
Totals	216	(101.5)

$\bar{X}$: 26.954

S.D. : 17.583

Range : 2 - 87

Missing Data - 22

Specific Occupation	Number	Percentage*
Foreman, manager, supervisor	19	(8.0)
Truck, bus, taxi driver	17	(7.1)
Farming, landscaping, etc	17	(7.1)
Machine operator	15	(6.3)
Factory worker	13	(5.4)
(N.E.C.)		
Housewife	13	(5.4)
Service (unskilled)	11	(4.6)
Mechanic	10	(4.2)
Carpenter	9	(3.8)
Service (skilled, N.E.C.)	7	(2.9)
Sales, general	7	(2.9)

* (N ≥ 7)

How many brothers and sisters did you have? (Specify number, including step-brothers/sisters):

	Brothers	Sisters	Siblings
$\bar{X}$	2.0506	2.1176	4.2101
S.D.	1.5006	1.6261	2.4867
Range	0 - 8	0 - 8	0 - 13

When you were growing up did you feel fairly close to your father
(or male guardian)?

163	(73.4%)	(01)	Yes
59	(26.6%)	(05)	No
0	(0.0%)	(08)	I did not know my father

Missing Data - 16

When you were growing up did you feel fairly close to your mother
(or female guardian)?

211	(89.4%)	(01)	Yes
25	(10.6%)	(05)	No
0	(0.0%)	(08)	I did not know my mother

Missing Data - 2

When you were growing up, how much did you want to be the kind
of person your father (or male guardian) is when you became an
adult?

64	(29.5%)	(01)	Very much
38	(17.5%)	(02)	Somewhat
38	(17.5%)	(03)	A little
34	(15.7%)	(04)	Not very much
43	(19.8%)	(05)	Not at all
0	(0.0%)	(08)	I did not know my father.

Missing Data - 21

How much did you want to be like the kind of person your mother
(or female guardian) is?

61	(26.2%)	(01)	Very much
49	(21.0%)	(02)	Somewhat
47	(20.2%)	(03)	A little
27	(11.6%)	(04)	Not very much
49	(21.0%)	(05)	Not at all
0	(0.0%)	(08)	I did not know my mother.

Missing Data - 5

Do you have a father or a brother who spent more than four years in
any military service?

101	(43.3%)	(01)	Yes
132	(56.7%)	(05)	No

Missing Data - 5

What language was spoken most commonly among your family and friends?

230	(96.6%)	(01)	English
6	(2.5%)	(02)	Spanish
1	(0.4%)	(03)	Portuguese
1	(0.4%)	(04)	Other

Now I would like to ask you some questions about the circumstances under which you were living just prior to enlisting in the Army.

Prior to entering the Army, what was your marital status?

152	(63.9%)	(01)	Single
33	(13.9%)	(02)	Engaged
46	(19.3%)	(03)	Married (including common law marriage)
7	(2.9%)	(04)	Legally separated or divorced
0	(0.0%)	(05)	Widowed
0	(0.0%)	(06)	Other status (specify: _____)

IF MARRIED PRIOR TO ENTERING SERVICE:

What was your wife doing just prior to your entering the service other than normal housework?

20	(43.5%)	(01)	Unemployed, non-student
5	(10.9%)	(02)	Unemployed, high school student
0	(0.0%)	(03)	Unemployed, college student
10	(34.8%)	(04)	Employed, full-time work
3	(6.5%)	(05)	Employed, part-time/seasonal work, student
2	(4.3%)	(06)	Employed, part-time/seasonal work, non-student
0	(0.0%)	(07)	Other activity (specify: _____)

Missing Data - 192

Would you describe your marriage as being a happy one just prior to your entering the Army?

39	(84.8%)	(01)	Yes
7	(15.2%)	(02)	No

Missing Data - 192

Did your marital status change while you were on active duty in the Army?

12	(5.0%)	(01)	Yes
226	(95.0%)	(02)	No

IF YES: What was your marital status during most of the time you were on active duty?

9	(75.0%)	(01)	Single
1	(8.3%)	(02)	Engaged
1	(8.3%)	(03)	Married (including common-law marriage)
1	(8.3%)	(04)	Legally separated or divorced
0	(0.0%)	(05)	Widowed
0	(0.0%)	(06)	Other status (specify: _____)

Missing Data-226

Has your marital status changed since you were discharged from the Army?

8	(3.4%)	(01)	Yes
230	(96.6%)	(05)	No

IF YES: What is your marital status now?

3	(37.5%)	(01)	Single
2	(25.0%)	(02)	Engaged
2	(25.0%)	(03)	Married (including common law marriage)
1	(12.5%)	(04)	Legally separated or divorced
0	(0.0%)	(05)	Widowed
0	(0.0%)	(06)	Other status (specify: _____)

Missing Data - 230

At the time you decided to enlist in the Army, were you working at a job for which you were being paid?

116	(48.7%)	(01)	Yes
122	(51.3%)	(05)	No

IF YES What type of work were you doing?

Occupation Before Entered Army (Duncan Socio-Economic Index Scores)

Score	Number	Percentage
90 - 100	0	(0.0%)
80 - 89	0	(0.0%)

(List continued)

(continued from preceding page)

Score	Number	Percentage
70 - 79	0	(0.0%)
60 - 69	1	(0.9%)
50 - 59	0	(0.0%)
40 - 49	8	(6.8%)
30 - 39	12	(10.3%)
20 - 29	12	(10.3%)
10 - 19	59	(50.5%)
0 - 9	25	(21.4%)
Totals	143	(100.3%)

$\bar{X}$: 19.615
S.D. : 11.547
Range : 4 - 62

Missing Data - 121

Specific Occupation	Number *	Percentage
Gas station attendant	10	(8.5%)
Truck/bus/taxi driver	10	(8.5%)
Food preparation	9	(7.7%)
Custodian	8	(6.8%)
Auto, aircraft assembly	7	(6.0%)

*(N = 7)

Did you have any supervisory responsibility over other employees?

23 (19.8%) (01) Yes
93 (80.2%) (05) No

Missing Data - 122

How many hours a week were you working for which you were being paid?

89 (76.1%) (01) 40 or more; full-time
28 (23.9%) (05) Less than 40 hours; part-time

Missing Data - 121

Was your job permanent and year - around or temporary and possibly seasonal in nature?

89 (76.1%) (01) Permanent, year around
28 (23.9%) (05) Temporary, seasonal

Missing Data - 121

About how many dollars were you earning per week on that job?

14	(12.1%)	(01)	Less than \$50
44	(37.9%)	(02)	\$51 - 100
34	(29.3%)	(03)	101 - 150
17	(14.7%)	(04)	151 - 200
7	(6.0%)	(05)	\$201 or more

$\bar{X}$ - 2,6466

S.D. - 1,0753

Range - 1 - 5

Missing Data - 122

Overall, were you mostly satisfied or mostly dissatisfied with that job?

79	(67.5%)	(01)	Satisfied
11	(9.4%)	(02)	Neither satisfied nor dissatisfied
27	(23.1%)	(03)	Dissatisfied

Missing Data - 121

IF YES: Why did you leave that job?

74	(64.9%)	(01)	Quit to join the Army
9	(7.9%)	(02)	Quit for other reasons (specify: _____)
3	(2.6%)	(03)	Laid off (temporarily) (specify number of months before enlisting: _____)
8	(7.0%)	(04)	Laid off (permanently) (specify number of months before enlisting: _____)
3	(2.6%)	(05)	Fired (specify reason: _____)
14	(12.3%)	(06)	Logistical arrangements
3	(2.6%)	(07)	Better situation elsewhere

Missing Data - 124

Were you enrolled in a school or training course when you decided to enlist in the Army?

61	(25.7%)	(01)	Yes
176	(74.3%)	(05)	No

Missing Data - 1

What type of school or course?

38	(62.3%)	(01)	High school
3	(4.9%)	(02)	Night school for GED
11	(18.0%)	(03)	Technical training
9	(14.8%)	(04)	College/university
0	(0.0%)	(05)	Other (specify: _____)

Missing Data - 177

Were you going to school full - time or part - time?

49	(80.3%)	(01)	Full - time
12	(19.7%)	(02)	Part - time

Missing Data - 177

Were you bothered by financial problems just prior to entering the Army?

86	(36.2%)	(01)	Yes
152	(63.8%)	(02)	No

With whom were you living before you enlisted?

165	(69.3%)	(01)	With parent(s)
12	(5.0%)	(02)	With other relatives
33	(13.9%)	(03)	With wife
0	(0.0%)	(04)	With wife's parents
4	(1.7%)	(05)	With friends
8	(3.4%)	(06)	Alone
10	(4.2%)	(07)	In-laws/parents and wife
6	(2.5%)	(08)	Other

The following question is concerned about the relations you had with your parents (or guardian), jobs, and school experiences you had when you were growing up. If you did not live with your parents (or guardian) or never held a job, please check "Not applicable" for the appropriate item. I will read you an item. Please tell me whether or not the described experience was true or generally true for you.

Item	True (1)	Not True(5)	Not Applicable (0)
My family was happy together	204 (85.7%)	34 (14.3%)	0 (0.0%)
I did not like school	113 (47.5%)	125 (52.5%)	0 (0.0%)
My parents depended on me for financial support	26 (10.9%)	212 (89.1%)	0 (0.0%)

(Table continued on next page)

(continued from preceding page)

Item	True (1)	Not True (5)	Not Applicable (0)
Holding a steady job was difficult for me	66 (28.9%)	162 (71.1%)	0 (0.0%)
Missing Data - 10			
I had difficulty with school work	109 (45.8%)	129 (54.2%)	0 (0.0%)
My family did things together	185 (77.7%)	53 (22.3%)	0 (0.0%)
Jobs I held were boring	89 (39.2%)	138 (60.8%)	0 (0.0%)
Missing Data - 11			
I had to take care of my brothers and sisters	33 (14.5%)	195 (85.5%)	0 (0.0%)
Missing Data - 10			
I enjoyed school	134 (56.5%)	103 (43.5%)	0 (0.0%)
Missing Data - 1			
My parents (or guardian) were concerned about my welfare	216 (91.1%)	21 (8.9%)	0 (0.0%)
Missing Data - 1			
I frequently lost jobs because I arrived late to work	21 (9.3%)	206 (90.7%)	0 (0.0%)
Missing Data - 11			
My parents (or guardian) were not happy with the grades I received in school	114 (47.9%)	124 (52.1%)	0 (0.0%)
I would usually take a job and quit after a few days or weeks	32 (14.1%)	195 (85.9%)	0 (0.0%)
Missing Data - 11			
I felt I could talk to my father (or male guardian)	155 (68.9%)	70 (31.1%)	0 (0.0%)
Missing Data - 13			

(Table continued on next page)

(continued from preceding page)

Item	True (1)	Not True (5)	Not Applicable (0)
My teachers did not care for me	45 (19.3%)	188 (80.7%)	0 (0.0%)
Missing Data - 5			
I had difficulty getting along with people I worked with	22 (9.7%)	205 (90.3%)	0 (0.0%)
Missing Data - 11			
I felt I could talk to my mother (or female guar- dian)	196 (83.1%)	40 (16.9%)	0 (0.0%)
Missing Data - 2			
My parents (or legal guardians) were happy together	179 (80.6%)	43 (19.4%)	0 (0.0%)
Missing Data - 16			
I often changed from job to job	77 (34.1%)	149 (65.9%)	0 (0.0%)
Missing Data - 12			
I often had to help my family	88 (37.0%)	150 (63.0%)	0 (0.0%)
I enjoyed working	203 (89.4%)	24 (10.6%)	0 (0.0%)
Missing Data - 11			
I participated in group activities (Scouting programs, 4-H Club, youth clubs, school projects)	139 (58.6%)	98 (41.4%)	0 (0.0%)
Missing Data - 1			
I participated in organized team sports	161 (67.6%)	77 (32.4%)	0 (0.0%)

Now we want to read you a list of things you might have done when you were growing up that could have gotten you into trouble. Remember, the questionnaire is anonymous and your answers cannot be traced back to you, so please give honest answers.

Please tell us how many times you did the following things when you were growing up.

	Never	1 time	2 times	3 or 4 times	5 or more times
I stayed out later than my parents (or guardians) said I could	47 (19.7%)	8 (3.4%)	15 (6.3%)	17 (7.1%)	151 (63.4%)
I ran away from home	153 (64.3%)	41 (17.2%)	25 (10.5%)	10 (4.2%)	9 (3.8%)
I took something not belonging to me worth less than \$50	116 (48.7%)	36 (15.1%)	25 (10.5%)	17 (7.1%)	44 (18.5%)
I went onto someone's land or into some house or building when I was not supposed to be there	132 (55.5%)	29 (12.2%)	25 (10.5%)	17 (7.1%)	35 (14.7%)
I set fire to someone else's property on purpose	225 (94.5%)	9 (3.8%)	3 (1.3%)	0 (0.0%)	1 (0.4%)
I argued or had a fight with one of my parents	79 (33.2%)	21 (8.8%)	22 (9.2%)	17 (7.1%)	99 (41.6%)
I got into trouble with the police because of something I did	116 (48.7%)	57 (23.9%)	18 (7.6%)	18 (7.6%)	29 (12.2%)
I hurt someone badly enough to require bandages or a doctor for their injuries	162 (68.4%)	34 (14.3%)	14 (5.9%)	11 (4.6%)	16 (6.8%)
Missing Data - 1					
I damaged school property on purpose	209 (87.8%)	12 (5.0%)	11 (4.6%)	1 (0.4%)	5 (2.1%)

(Table continued on next page)

(continued from preceding page)

	Never	1 time	2 times	3 or 4 times	5 or more times
I took something from a store without paying for it	112 (47.3%)	39 (16.0%)	31 (13.1%)	11 (4.6%)	45 (19.0%)
		Missing Data - 1			
I hit a teacher	198 (83.2%)	24 (10.1%)	7 (2.9%)	4 (1.7%)	5 (2.1%)
I drank an alcoholic beverage (liquor, wine, beer) without my parents' permission	68 (28.6%)	6 (2.5%)	15 (6.3%)	13 (5.5%)	136 (57.1%)
I took a car that did not belong to someone in my family without permission of the owner	218 (91.6%)	14 (5.9%)	1 (0.4%)	0 (0.0%)	5 (2.1%)
I hit my father	204 (85.7%)	15 (6.3%)	8 (3.4%)	2 (0.6%)	9 (3.8%)
I took part in a fight where a bunch of my friends were against another bunch of kids	142 (59.7%)	25 (10.5%)	19 (8.0%)	14 (5.9%)	38 (16.0%)
I took something not belonging to me worth <u>more</u> than \$50	197 (82.8%)	23 (9.7%)	6 (2.5%)	4 (1.7%)	8 (3.4%)
I had to bring my parents' to school because of some trouble I got into	109 (46.0%)	40 (16.9%)	26 (11.0%)	23 (9.7%)	39 (16.5%)
		Missing Data - 1			
I skipped a day of school without a proper excuse	44 (18.5%)	21 (8.8%)	15 (6.3%)	21 (8.8%)	137 (57.6%)
I used a knife or gun (or some other weapon) to get something from another person	229 (96.2%)	3 (1.3%)	2 (0.8%)	1 (0.4%)	3 (1.3%)

How many times did the following things happen to you while you were growing up?

I have been:					
	Never	1 time	2 times	3 or 4 times	5 or more times
Arrested by civilian authorities	159 (66.8%)	37 (15.5%)	11 (4.6%)	16 (6.7%)	15 (6.3%)
Convicted of a crime by a civilian court	196 (82.4%)	27 (11.3%)	8 (3.4%)	5 (2.1%)	2 (0.8%)
Suspended from school for disciplinary reasons	113 (47.5%)	51 (21.4%)	22 (9.2%)	21 (8.8%)	31 (13.0%)
Expelled from school	193 (81.4%)	27 (11.4%)	8 (3.4%)	1 (0.4%)	8 (3.4%)

Prior to entering the service, how often did you use each of the following for other than medical reasons?

	Never	One time only	Once or twice a year	3 to 10 times a year	Once or twice a month	Once or twice a week	Daily or nearly every day
Marijuana (pot, hashish, grass, Mary-Jane)	112 (47.1%)	30 (12.6%)	8 (3.4%)	4 (1.7%)	15 (6.3%)	29 (12.2%)	40 (16.8%)
Stimulants (uppers, speed, bennies, pep pills, etc)	188 (79.0%)	14 (5.9%)	4 (1.7%)	1 (0.4%)	17 (7.1%)	10 (4.2%)	4 (1.7%)
Depressants (downers, yellow jackets, THC, mandrax, quaalude , etc.)	191 (80.3%)	13 (5.5%)	12 (5.0%)	4 (1.7%)	9 (3.8%)	4 (1.7%)	5 (2.1%)

(Table continued on next page)

(continued from preceding page)

Used:	Never	One time only	Once or twice a year	3 to 10 times a year	Once or twice a month	Once or twice a week	Daily or nearly every day
Beer and/or wine	24 (10.1%)	11 (4.6%)	14 (5.9%)	4 (1.7%)	41 (17.2%)	85 (35.7%)	59 (24.8%)
Opiates (Heroin, horse, smack, "H", morphine, opium, etc)	220 (92.4%)	7 (2.9%)	7 (2.9%)	0 (0.0%)	1 (0.4%)	1 (0.4%)	1 (0.8%)
Hard liquor (gin, vodka, whiskey, etc)	81 (34.0%)	25 (10.5%)	30 (12.6%)	8 (3.4%)	47 (19.7%)	38 (16.0%)	9 (3.8%)
Hallucinogens (LSD, mes- caline, peyote)	200 (84.0%)	14 (5.9%)	7 (2.9%)	3 (1.3%)	5 (2.1%)	8 (3.4%)	1 (0.4%)

In general, how satisfied were you with civilian life just prior to your enlisting in the Army? Would you say you were generally:

138	(58.0%)	(01)	Satisfied
21	(8.8%)	(02)	Neither satisfied nor dissatisfied
79	(33.2%)	(03)	Dissatisfied

RECRUITING PROCESS

Now I would like to ask you about the process by which you were recruited into the Army.

When you made the decision to enlist in the Army, did you make the decision pretty much by yourself, or did you talk to others before deciding?

90	(38.0%)	(01)	Made decision by self
147	(62.0%)	(02)	Talked to others

Missing Data - 1

If you talked to others, who did you talk to about it? For each person you talked to about the decision to enlist, ask the following question: Was _____ generally for or against the idea of you joining the Army? (Check appropriate column for each item)

Persons Consulted	Generally for the idea (1)	Neither for nor against the idea (2)	Against the idea (3)	Expressed no opinion (7)
Father or step-father	34 (60.7%)	4 (7.1%)	12 (21.4%)	6 (10.7%)
	Missing Data - 182			
Mother or step-mother	28 (59.6%)	3 (6.4%)	9 (19.1%)	7 (14.9%)
	Missing Data - 191			
Brother(s)	12 (92.3%)	0 (0.0%)	1 (7.7%)	0 (0.0%)
	Missing Data - 225			
Sister(s)	4 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	Missing Data - 234			

(Table continued on following page)

(continued from preceding page)

	Generally for the idea (1)	Neither for nor against the idea (2)	Against the idea (3)	No opinion expressed (7)
Wife	14 (60.9%)	2 (8.7%)	7 (30.4%)	0 (0.0%)
	Missing Data - 215			
Wife's parent(s)	4 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	Missing Data - 234			
Fiancee	3 (42.9%)	2 (28.6%)	2 (28.6%)	0 (0.0%)
	Missing Data - 231			
Girlfriend(s)	4 (40.0%)	1 (10.0%)	5 (50.0%)	0 (0.0%)
	Missing Data - 228			
Boyfriend(s)	53 (70.7%)	7 (9.3%)	12 (16.0%)	3 (4.0%)
	Missing Data - 163			
Army recruiter(s)	90 (97.8%)	1 (1.1%)	1 (1.1%)	0 (0.0%)
	Missing Data - 146			
Relatives (other)	14 (77.8%)	2 (11.1%)	2 (11.1%)	0 (0.0%)
	Missing Data - 220			
Boss	1 (50.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)
	Missing Data - 236			
Others	3 (33.3%)	0 (0.0%)	5 (55.6%)	1 (11.1%)
	Missing Data - 229			

In your opinion, which one of the persons that you talked to had the most influence on your decision to enlist in the Army?

15	(10.2%)	(01)	Father
8	(5.4%)	(02)	Mother
3	(2.0%)	(03)	Brother(s)
0	(0.0%)	(04)	Sister(s)
6	(4.1%)	(05)	Wife
1	(0.7%)	(06)	Fiancee
4	(2.7%)	(07)	Girlfriend
31	(21.1%)	(08)	Boyfriend
52	(35.4%)	(09)	Army recruiter
9	(6.1%)	(10)	Uncle, cousin, other relatives
13	(8.8 %)	(11)	Nobody
5	(3.4%)	(77)	Others

Missing Data - 91

Did your recruiter guarantee you your choice of training?

187	(78.6%)	(01)	Yes
51	(21.4%)	(05)	No

Did your recruiter guarantee you your choice of duty station (or unit of choice)?

136	(57.6%)	(01)	Yes
100	(42.4%)	(05)	NO

Missing Data - 2

Did you decide to enlist in the Army before or after you talked with an Army recruiter?

159	(66.8%)	(01)	Before
79	(33.2%)	(05)	After

If you had a job at the time you decided to enlist, did your employer promise that your job would be waiting for you when you were discharged from the Army?

37	(37.0%)	(01)	Yes
63	(63.0%)	(05)	No

Missing Data - 138

Was the job waiting for you after you were discharged?

44	(53.0%)	(01)	Yes
39	(47.0%)	(02)	No

Missing Data - 155

Prior to your entering the Army, did anyone tell you or suggest to you that you could be honorably discharged prior to completing your term of enlistment simply because you did not choose to stay in the Army?

13	(6.3%)	(01)	Yes
194	(93.7%)	(05)	No

Missing Data - 31

IF YES, who told or suggested that to you?

9	(75.0%)	(01)	Recruiter
1	(8.3%)	(02)	Friend not in the Army
1	(8.3%)	(03)	Friend in the Army
0	(0.0%)	(04)	Relative not in the Army
1	(8.3%)	(05)	Relative in the Army
0	(0.0%)	(06)	Fellow Army recruit
0	(0.0%)	(07)	National Guard unit officer
0	(0.0%)	(08)	National Guard unit NCO
0	(0.0%)	(09)	National Guard unit EM
0	(0.0%)	(10)	Army Reserve unit officer
0	(0.0%)	(11)	Army Reserve unit NCO
0	(0.0%)	(12)	Army Reserve unit EM
0	(0.0%)	(77)	Other person (specify: _____)

Missing Data - 226

What was the primary reason you decided to enlist in the Army?
(Code one category)

47	(19.9%)	(01)	Obtain steady job
53	(22.5%)	(02)	Receive special training or obtain a skill
10	(4.2%)	(03)	Become eligible for veterans' benefits
6	(2.5%)	(04)	Pursue Army career
21	(8.9%)	(05)	Travel to new places; foreign travel
14	(5.9%)	(06)	Get away from family problems
3	(1.3%)	(07)	Stay out of trouble with the law
0	(0.0%)	(08)	Court ordered me to join Army or go to jail
0	(0.0%)	(09)	Get away from school problems
44	(18.6%)	(10)	Get away from money/financial problems
19	(8.1%)	(11)	Find out what to do with my life
0	(0.0%)	(12)	Receive Combat Arms Enlistment Bonus
0	(0.0%)	(77)	Other reason for joining the Army (specify: _____)

Missing Data - 21

As you probably know, you were honorably discharged from the Army prior to the termination of your enlistment. Did you want to be discharged from the Army prior to the end of your enlistment?

150	(63.0%)	(01)	Yes
10	(4.2%)	(02)	Undecided
78	(32.8%)	(03)	No

IF YES: Did you ask to be discharged from the Army?

140	(84.8%)	(01)	Yes
25	(14.2%)	(05)	No

Missing Data - 73

IF YES: What was the primary reason you asked to be discharged from the Army?

18	(12.9%)	(01)	Physical/mental deficiency
10	(7.1%)	(02)	Nervous
5	(3.6%)	(03)	Army "hassled" him
41	(29.3%)	(04)	Dissatisfied
7	(5.0%)	(05)	Homesick
15	(10.7%)	(06)	Problems at home
12	(8.6%)	(07)	Wrong MOS given/misinformed by recruiter
3	(2.1%)	(08)	Failed Army tests
29	(20.7%)	(09)	Other

Missing Data - 98

Now I want to ask you some questions about the way you thought Army life would be like before you actually entered on active duty. Please answer each question with a simple yes or no.

Before you entered the Army on active duty, did you feel that:

1. It would be easy for you to obey orders?

183(78.9%)	(01)	Yes	Missing Data - 6
49(21.1%)	(05)	No	

2. The physical training you would undergo in the Army would be very difficult for you to complete?

75(32.5%)	(01)	Yes	Missing Data - 7
156(67.5%)	(05)	No	

3. You would have problems back home that might make it difficult for you to complete your tour of active duty?

51(21.7%)	(01)	Yes	Missing Data - 3
184(78.3%)	(05)	No	

4. You would have difficulty remembering or understanding what you were being taught by your Army instructors?

97(42.5%)	(01)	Yes	Missing Data - 10
131(57.5%)	(05)	No	
5. Your Army superiors would usually treat all soldiers the same, regardless of the soldier's racial or ethnic origins?

172(74.8%)	(01)	Yes	Missing Data - 8
58(24.2%)	(05)	No	
6. It would be easy for you to adjust to Army life?

173(77.2%)	(01)	Yes	Missing Data - 14
51(22.8%)	(05)	No	
7. You would find Army life boring?

110(47.2%)	(01)	Yes	Missing Data - 5
123(52.8%)	(05)	No	
8. You would like the Army's way of doing things?

123(53.9%)	(01)	Yes	Missing Data - 10
105(46.1%)	(05)	No	
9. You would find your superiors easy to get along with?

165(72.5%)	(01)	Yes	Missing Data - 10
63(27.6%)	(05)	No	
10. You would find the soldiers in your unit very cooperative?

182(79.1%)	(01)	Yes	Missing Data - 8
48(20.9%)	(05)	No	
11. Being in the Army would make you more self-disciplined?

138(60.0%)	(01)	Yes	Missing Data - 8
92(40.0%)	(05)	No	

AFTER DISCHARGE FROM ARMY

Now I would like to ask you some questions about what you have been doing since you were discharged from the Army.

Since you were discharged from the Army, have you been working at a job for which you are being paid?

120	(50.4%)	(01)	Yes
118	(49.6%)	(05)	No

What type of work are you doing?

Occupation After Discharged from the Army (Duncan Socio - Economic Index Scores)

Score	Number	Percentage
90 - 100	0	(0.0%)
80 - 89	0	(0.0%)
70 - 79	0	(0.0%)
60 - 69	0	(0.0%)
50 - 59	2	(1.6%)
40 - 49	2	(1.6%)
30 - 39	8	(6.5%)
20 - 29	15	(12.2%)
10 - 19	65	(53.3%)
0 - 9	30	(24.6%)
Totals	122	(99.8%)

$\bar{X}$ - 17.156

S.D. - 9.275

Range - 2 - 50

Missing Data - 116

Specific Occupation	Number*	Percentage
Gas station attendant	14	(11.5%)
Custodian	12	(9.8%)
Farming, landscape, (gen.)	12	(9.8%)
Mechanic	10	(8.2%)
Truck/bus/taxi driver	9	(7.4%)
Food preparation	8	(6.6%)

* (N $\geq$ 7)

Do you have any supervisory responsibility over other workers?

10 (8.2%) (01) Yes

112 (91.8%) (05) No

Missing Data - 116

How many hours a week are you working for which you are being paid?

92 (75.4%) (01) 40 or more; full time

30 (24.6%) (02) Less than 40 hours; part time

Missing Data - 116

Is this a permanent job, or is it temporary?

84 (69.4%) (01) Yes, permanent

37 (30.6%) (05) No, temporary and/or seasonal

Missing Data - 117

On the average, about how many dollars are you earning a week on this job?

11	(9.1%)	(01)	Less than \$50
43	(35.5%)	(02)	\$51 - 100
37	(30.6%)	(03)	\$101 - 150
23	(19.0%)	(04)	\$151 - 200
7	(5.8%)	(05)	\$201 or more

$\bar{X}$ - 2.76

S.D. - 1.05

Range 1 - 5

Missing Data 117

Overall, are you mostly satisfied or mostly dissatisfied with that job?

84	(68.9%)	(01)	Satisfied
16	(13.1%)	(02)	Neutral; neither satisfied nor dissatisfied
22	(18.0%)	(03)	Dissatisfied

Missing Data - 116

IF NOT WORKING:

Have you applied for a job since you left the Army?

94	(79.7)	(01)	Yes
24	(20.3)	(05)	No

Missing Data - 183

Have you had any job interviews?

48	(52.2)	(01)	Yes
44	(47.8)	(05)	No

Missing Data -

Have you been asked by any prospective employer about what type of discharge you received from the Army?

96	(48.5%)	(01)	Yes
102	(51.5%)	(05)	No

Missing Data - 40

Were you asked by any prospective employer about the circumstances under which you were discharged from the Army?

47	(22.6%)	(01)	Yes
161	(77.4%)	(05)	No

Missing Data - 30

In your opinion, do you believe your early discharge from the Army has had any effect on whether or not a prospective employer has hired you for a job?

75	(35.0%)	(01)	Yes
139	(65.0%)	(05)	No

Missing Data - 24

IF YOU HAD A JOB BEFORE ENTERING ARMY:

Is your current employer the same employer you had before you enlisted in the Army?

30	(30.6%)	(01)	Yes
68	(69.4%)	(05)	No

Missing Data - 140

Since you have been out of the Army, who have you been living with?

6	(2.5%)	(01)	Nobody (living alone)
124	(52.3%)	(02)	With parent(s)
1	(0.4%)	(03)	With father only
28	(11.8%)	(04)	With mother only
10	(4.2%)	(05)	Wife and parents/in - laws
32	(13.5%)	(06)	With wife alone
21	(8.9%)	(07)	With other relatives
9	(3.8%)	(08)	With friends
1	(0.4%)	(09)	Traveling around and not staying anywhere for long
5	(2.1%)	(10)	Other

Missing Data - 1

Are you currently enrolled in any school or training course?

10	(4.2%)	(01)	Yes
228	(95.8%)	(05)	No

IF YES: What type of school/course ?

1	(9.1%)	(01)	High school
2	(18.2%)	(02)	Night school to prepare for GED exam
3	(27.3%)	(03)	Technical training
4	(36.4%)	(04)	College/university
1	(9.1%)	(07)	Other (specify type: _____)

Missing Data - 227

Work load:

4	(40.0)	(01)	Full - time
6	(60.0)	(02)	Part - time

Missing Data - 291

IF NO: Do you have any definite plans to begin school or take any training courses in the next six months?

77	(33.3%)	(01)	Yes
154	(66.7%)	(05)	No

Missing Data 7

Have you been expelled or suspended from any school or training course since you were discharged from the Army?

1	(0.4%)	(01)	Yes
237	(99.6%)	(05)	No

Have you been arrested by the police since you were discharged from the Army?

16	(6.3%)	(01)	Yes
222	(93.7%)	(05)	No

IF YES: Have you been charged with having committed a crime?

14	(82.4%)	(01)	Yes
2	(17.6%)	(05)	No

Missing Data - 222

Have you been convicted of a crime by a civilian court since you were discharged from the Army?

9	(69.2%)	(01)	Yes
4	(30.8%)	(05)	No

Missing Data - 225

Now, I would like to ask you how you feel about certain persons and things. After that the interview will be completed. Again, I want to remind you that your answers will remain anonymous and totally confidential; so please be as open and honest as you can. Again, there are no right or wrong answers, I simply want to know how you feel.

(Author's note: After this statement is made, the attitude "scale" items that follow will be read to the interviewee. To lessen the transparency of the purpose of the scales and reduce response bias, the items will be ordered in "random" fashion.)

ARMY TRAINING RELATED ANXIETY ITEMS

How often did the training exercises you were told to do make you feel 'jumpy' or nervous?

60	(25.2%)	(01)	Very often, or all the time
55	(23.1%)	(02)	Occasionally
43	(18.1%)	(03)	Seldom
80	(33.6%)	(04)	Never

How often did you worry about not having sufficient ability to complete your training successfully?

55	(23.1%)	(01)	Very often, or all the time
53	(22.3%)	(02)	Occasionally
55	(23.1%)	(03)	Seldom
75	(31.5%)	(04)	Never

How often did you worry about what life would be like at your next duty station?

67	(28.2%)	(01)	Very often, or all the time
48	(20.2%)	(02)	Occasionally
37	(15.5%)	(03)	Seldom
86	(36.1%)	(04)	Never

How often did you worry about the possibility of your being injured during training?

41	(17.2%)	(01)	Very often, or all the time
35	(14.7%)	(02)	Occasionally
50	(21.0%)	(03)	Seldom
112	(47.1%)	(04)	Never

How often did the drill sergeant's yelling make you feel 'jumpy' or nervous?

117	(49.2%)	(01)	Very often, or all the time
41	(17.2%)	(02)	Occasionally
35	(14.7%)	(03)	Seldom
45	(18.9%)	(04)	Never

PERSONAL COMPETENCE ITEMS

Have you usually felt pretty sure your life would work out the way you want it to, or have there been times when you haven't been very sure about it?

85	(35.9%)	(01)	Pretty sure *
152	(64.1%)	(05)	Sometimes not very sure

Do you feel that you are the kind of person who gets his share of bad luck, or do you feel that you have mostly good luck?

102	(45.3%)	(01)	Mostly good luck *
123	(54.7 %)	(05)	Bad luck

Missing Data - 13

When you plan ahead, do you usually get to carry out things the way you expected, or do things usually come up to make you change your plans?

101	(43.3%)	(01)	Things work out as expected*
132	(56.7%)	(05)	Have to change plans
Missing Data - 5			

(* indicates personal competence)

U.S. ARMY TRAINEE DISCHARGE PROGRAM EVALUATION

Control Group Self - Administered Questionnaire

PRIOR TO ENTERING ARMY:

How much schooling did you have prior to your entering the Army? (circle one)

0	(0%)	(01)	Completed grade school or less
12	(19.0%)	(02)	Some high school
29	(46.0%)	(03)	Completed high school, received diploma
7	(11.1%)	(04)	Completed high school, GED
14	(22.2%)	(05)	Some college
0	(0%)	(06)	Completed college (bachelor's degree)
1	(1.6%)	(07)	Some graduate school

Now, we would like to ask some questions about the circumstances under which you grew up - say, until you were sixteen years old.

Which one of the following types of communities describe the place where you spent most of your time while you were growing up? (circle one)

12	(19.0%)	(01)	Large city
13	(20.6%)	(02)	Small city
8	(12.7%)	(03)	Suburb of city
18	(28.6%)	(04)	Small town
12	(19.0%)	(05)	Rural area or farm

Which one of the United States (or its possessions) did you live in most of the time while you were growing up? (circle one)

Northeastern

0 (0%)	(01) Maine	3 (4.8%)	(07) New York
1 (1.6%)	(02) New Hampshire	0 (0%)	(08) New Jersey
0 (0%)	(03) Vermont	2 (3.2%)	(09) Pennsylvania
3 (4.8%)	(04) Massachusetts	0 (0%)	(10) Delaware
1 (1.6%)	(05) Rhode Island	0 (0%)	(11) Maryland
1 (1.6%)	(06) Connecticut	0 (0%)	(12) West Virginia

Southern

18 (28.9%)

0 (0%)	(13) Virginia	2 (3.2%)	(19) Tennessee
0 (0%)	(14) North Carolina	3 (4.8%)	(20) Kentucky
0 (0%)	(15) South Carolina	2 (3.2%)	(21) Arkansas
1 (1.6%)	(16) Georgia	7 (11.3%)	(22) Texas
0 (0%)	(17) Alabama	1 (1.6%)	(23) Louisiana
2 (3.2%)	(18) Mississippi	0 (0%)	(24) Florida

Midwest

24 (39.6%)

1 (1.6%)	(25) Ohio	1 (1.6%)	(32) Kansas
3 (4.8%)	(26) Indiana	2 (3.2%)	(33) Iowa
6 (9.7%)	(27) Michigan	0 (0%)	(34) Oklahoma
4 (6.5%)	(28) Illinois	3 (4.8%)	(35) Missouri
3 (4.8%)	(29) Wisconsin	0 (0%)	(36) North Dakota
1 (1.6%)	(30) Minnesota	0 (0%)	(37) South Dakota
0 (0%)	(31) Nebraska		

Rocky Mountain

5 (8.0%)

0 (0%)	(38) Idaho	0 (0%)	(42) Utah
1 (1.6%)	(39) Montana	0 (0%)	(43) Nevada
0 (0%)	(40) Wyoming	1 (1.6%)	(44) New Mexico
2 (3.2%)	(41) Colorado	1 (1.6%)	(45) Arizona

Pacific Coast

2 (3.2%)

1 (1.6%)	(46) California	1 (1.6%)	(48) Washington
0 (0%)	(47) Oregon	0 (0%)	(49) Alaska

Pacific Area

0(0.0%)

0 (0%)	(50) Hawaii
0 (0%)	(51) Guam

Caribbean

0 (0%)

(52) Puerto Rico (Commonwealth)
(53) Virgin Islands (Territory)

Foreign Country

2(3.2%)

2 (3.2%)	(54) Name of Country _____
----------	----------------------------

Missing Data - 1

Were both of your parents alive during most of the time you were growing up - say, until you were sixteen or seventeen years old? (circle one)

57	(90.5%)	(01)	Yes
3	(4.8%)	(02)	No, father deceased
1	(1.6%)	(03)	No, mother deceased
0	(0%)	(04)	No, both parents deceased
2	(3.2%)	(05)	Don't know

IF YES, what was your parents marital status most of the time while you were growing up? Were they married and living together or what? (circle one)

46	(80.7%)	(01)	Yes, married and living together
4	(7.0%)	(02)	No, married but <u>not</u> living together; separated, legally or otherwise
6	(10.5%)	(03)	No, divorced
0	(0.0%)	(04)	No, unmarried, <u>but</u> living together (including "common law" marriage)
0	(0.0%)	(05)	No, unmarried and <u>not</u> living together
1	(1.8%)	(07)	No, other status (explain) _____

Missing Data - 6

Who did you live with most of the time while you were growing up? (circle one)

47	(74.6%)	(01)	Parents (or step-parents)
3	(4.8%)	(02)	Parent and step-parent
10	(15.9%)	(03)	Mother (or step-mother) only
1	(1.6%)	(04)	Father (or step-father) only
0	(0.0%)	(05)	With relative(s) from immediate family
1	(1.6%)	(06)	With other relative(s) and/or legal guardian(s)
1	(1.6%)	(07)	In other situation (explain) _____

What was the primary occupation of the head of the household in which you lived during most of the time you were growing up? (Explain type of work and position held.)

Head of Household Occupation (Duncan Socio-Economic Index Scores)

<u>Score</u>	<u>Number</u>	<u>Percentage</u>
90 - 100	1	(1.9)
80 - 89	1	(1.9)
70 - 79	4	(7.6)

(List continued)

(continued from preceding page)

<u>Score</u>	<u>Number</u>	<u>Percentage</u>
60 - 69	3	(5.7)
50 - 59	5	(9.5)
40 - 49	11	(20.8)
30 - 39	2	(3.8)
20 - 29	4	(7.6)
10 - 19	17	(32.1)
0 - 9	5	(9.5)
Totals	53	(100.4)

$\bar{X}$: 35.094

S.D. : 23.356

Range : 5 - 90

Missing Data - 10

<u>Specific Occupation</u>	<u>Number</u> *	<u>Percentage</u>
(1) Foreman, manager, supervisor	9	(15.5)
(2) Factory worker (not specified)	4	(6.9)
(3) Truck/bus/taxi driver	2	(3.4)
(4) Mechanic	2	(3.4)
(5) Machine Operator	2	(3.4)
(6) Mill Worker	2	(3.4)
(7) Electrician	2	(3.4)
(8) Rigger/Oil Driller	2	(3.4)
(9) Service, skilled (N.E.C.)	2	(3.4)
(10) Maid	2	(3.4)
(11) Engineer, draftsman	2	(3.4)
(12) Technical (N.E.C.)	2	(3.4)
(13) Military, enlisted	2	(3.4)
(14) Housewife	2	(3.4)
(15) Service, unskilled (N.E.C.)	2	(3.4)

* N Z 2

How many brothers and sisters did you have? (Specify number,
including step-brothers/sisters: _____)

	Brothers	Sisters	Siblings
N	1,8302	1,8113	3,9677
S.D.	1,6021	1,7763	2,8224
Range	0 - 6	0 - 8	0 - 12

When you were growing up did you feel fairly close to your father (or male guardian)? (circle one)

42 (71.2%) (01) Yes
 17 (28.8%) (05) No
 0 (0.0%) (08) I did not know my father
 Missing Data - 4

When you were growing up did you feel fairly close to your mother (or female guardian)? (circle one)

56 (90.3%) (01) Yes
 6 (9.7%) (05) No
 0 (0.0%) (08) I did not know my mother
 Missing Data - 1

When you were growing up, how much did you want to be the kind of person your father (or male guardian) is when you became an adult? (circle one)

18 (30.0%) (01) Very much
 18 (30.0%) (02) Somewhat
 8 (13.3%) (03) A little
 6 (10.0%) (04) Not very much
 10 (16.7%) (05) Not at all
 0 (0.0%) (08) I did not know my father or male guardian
 Missing Data - 3

How much did you want to be like the kind of person your mother (or female guardian) is? (circle one)

9 (14.5%) (01) Very much
 18 (29.0%) (02) Somewhat
 15 (24.2%) (03) A little
 9 (14.5%) (04) Not very much
 11 (17.7%) (05) Not at all
 0 (0.0%) (08) I did not know my mother or female guardian
 Missing Data - 1

Do you have a father or a brother who spent more than four years in any military service?

29 (46.0%) (1) Yes
 34 (54.0%) (2) No

What language was spoken most commonly among your family and friends?

60	(95.2%)	(01)	English
1	(1.6%)	(02)	Spanish
0	(0.0%)	(03)	Portugese
0	(0.0%)	(04)	Other
2	(3.2%)	(05)	Both English and Spanish

Now, we would like to ask you some questions about the circumstances under which you were living just prior to enlisting in the Army.

Prior to entering the Army, what was your marital status?

41	(65.8%)	(01)	Single
8	(12.7%)	(02)	Engaged
13	(20.6%)	(03)	Married (including common law marriage.)
1	(1.6%)	(04)	Legally separated or divorced
0	(0.0%)	(05)	Widowed
0	(0.0%)	(06)	Other status (specify: _____)

IF MARRIED PRIOR TO ENTERING SERVICE:

What was your wife doing just prior to your entering the service other than normal housework?

3	(23.1%)	(01)	Unemployed, non-student
0	(0.0%)	(02)	Unemployed, high school student
1	(7.7%)	(03)	Unemployed, college student
5	(38.5%)	(04)	Employed, full time work
2	(15.4%)	(05)	Employed, part-time/seasonal work, student
2	(15.4%)	(06)	Employed, part-time/seasonal work, non - student
0	(0.0%)	(07)	Other activity (specify: _____)

Missing Data - 50

Would you describe your marriage as being a happy one just prior to your entering the Army?

13	(100.0%)	(01)	Yes
0	(0.0%)	(02)	No

Missing Data - 50

Did your marital status change while you were on active duty in the Army?

0	(0.0%)	(01)	Yes
63	(100.0%)	(02)	No

IF YES, what was your marital status during most of the time you were on active duty?

0	(0.0%)	(01)	Single
0	(0.0%)	(02)	Engaged
0	(0.0%)	(03)	Married (including common law marriage)
0	(0.0%)	(04)	Legally separated or divorced
0	(0.0%)	(05)	Widowed
0	(0.0%)	(06)	Other status (specify: _____)

Missing Data - 63

At the time you decided to enlist in the Army, were you working at a job for which you were being paid?

44	(69.8%)	(01)	Yes
19	(30.2%)	(05)	No

IF YES, What type of work were you doing?
Occupational category: _____

Occupation Before Entered Army (Duncan Socio-Economic Index Scores)

<u>Score</u>	<u>Number</u>	<u>Percentage</u>
90 - 100	0	(0.0)
80 - 89	0	(0.0)
70 - 79	0	(0.0)
60 - 69	2	(4.8)
50 - 59	1	(2.4)
40 - 49	7	(16.9)
30 - 39	3	(7.3)
20 - 29	3	(7.3)
10 - 19	17	(41.4)
0 - 9	8	(19.5)
Totals	41	(99.6)

$\bar{X}$: 24.683

S.D. : 17.308

Range : 3 - 68

Missing Data - 22

<u>Specific Occupations</u>	<u>Number*</u>	<u>Percentage</u>
(1) Farming, landscaping, (general)	6	(14.6)
(2) Stockboy	4	(9.8)
(3) Sales (general)	3	(7.3)
(4) Mechanic	2	(4.9)
(5) Factory Worker (N.E.C.)	2	(4.9)

(List continued)

(continued from preceding page)

<u>Specific Occupation</u>	<u>Number*</u>	<u>Percentage</u>
(6) Carpenter	2	(4.9)
(7) Food preparation	2	(4.9)
(8) Service, skilled (N. E. C.)	2	(4.9)
(9) Technical (N. E. C.)	2	(4.9)
(10) Foreman, manager, supervisor	2	(4.9)

*N ≥ 2

Did you have any supervisory responsibility over other employees?
(circle one)

22	(50.0%)	(01)	Yes
22	(50.0%)	(05)	No

Missing Data - 19

How many hours a week were you working for which you were being paid?

34	(77.3%)	(01)	40 or more; full-time
10	(22.7%)	(05)	less than 40 hours; part-time

Missing Data - 19

Was your job permanent and year-around or temporary and possibly seasonal in nature? (circle one)

29	(67.4%)	(01)	Permanent, year - around
14	(32.6%)	(05)	Temporary, seasonal

Missing Data - 20

About how many dollars were you earning per week on that job?
(circle one that represents most recent earnings)

3	(6.8%)	(01)	Less than \$50
10	(22.7%)	(02)	\$51 - 100
16	(36.4%)	(03)	\$101 - 150
12	(27.3%)	(04)	\$151 - 200
3	(6.8%)	(05)	\$201 or more

Missing Data - 19

Overall, were you mostly satisfied or mostly dissatisfied with that job? (circle one?)

23	(53.5%)	(01)	Satisfied
16	(37.2%)	(02)	Neither satisfied nor dissatisfied
4	(9.3%)	(03)	Dissatisfied

Missing Data - 20

If YES: (continued from preceding page)

Why did you leave that job?

22	(53.7%)	(01)	Quit to join the Army
4	(9.8%)	(02)	Quit for other reasons (specify: _____)
9	(22.0%)	(03)	Laid off (temporarily) (specify no. of months before enlisting; _____)
1	(2.4%)	(04)	Laid off (permanently) (specify no. of months before enlisting; _____)
1	(2.4%)	(05)	Fired (specify reason; _____)
3	(7.3%)	(07)	Logistical arrangements
1	(2.4%)	(08)	Better situation elsewhere

Missing Data - 22

Were you enrolled in a school or training course when you decided to enlist in the Army?

27	(45.0%)	(01)	Yes
33	(55.0%)	(05)	No

Missing Data - 3

What type of school/course?

18	(64.3%)	(01)	High school
1	(3.6%)	(02)	Night school for GED
4	(14.3%)	(03)	Technical training
5	(17.9%)	(04)	College/university
0	(0.0%)	(07)	Other (specify: _____)

Missing Data - 35

Were you going to school full-time or part-time?

19	(67.9%)	(01)	Full-time
9	(32.1%)	(05)	Part-time

Missing Data - 35

Were you bothered by financial problems just prior to entering the Army?

15	(25.0%)	(01)	Yes
45	(75.0%)	(02)	No

Missing Data - 3

With whom were you living before you enlisted? (circle as many as necessary)

39	(63.9%)	(01)	With parents
2	(3.3%)	(02)	With other relatives
11	(18.0%)	(03)	With wife
1	(1.6%)	(04)	With wife's parents
5	(8.2%)	(05)	With friends
3	(4.9%)	(06)	Alone
0	(0.0%)	(07)	With other person (specify: _____)

Missing Data - 2

The following question is concerned about the relations you had with your parents (or guardian), jobs, and school experiences you had when you were growing up. If you did not live with your parents (or guardian) or never held a job, please check "Not Applicable" for the appropriate item. Please answer whether or not the described experience was true or generally true for you.

Item	True (1)	Not True (5)	Not Applicable (0)	
My family was happy together.	53 (84.1%)	10 (15.9%)	0 (0.0%)	Had no family
I did not like school.	11 (17.5%)	52 (82.5%)		
My parents depended on me for financial support.	5 (8.2%)	56 (91.8%)	0 (0.0%)	Did not know parents
	Missing Data - 2			
Holding a steady job was difficult for me.	3 (5.0%)	57 (95.0%)	0 (0.0%)	Never held a job
	Missing Data - 3			
I had difficulty with school work.	12 (19.0%)	51 (81.0%)		
My family did things together.	50 (79.4%)	13 (20.6%)	0 (0.0%)	Had no family
Jobs I held were boring.	9 (15.0%)	51 (85.0%)	0 (0.0%)	Never held job
	Missing Data - 3			
I had to take care of my brothers & sisters.	10 (16.7%)	50 (83.3%)	0 (0.0%)	Had no brothers
	Missing Data - 3			

(continued from preceding page)

Item	True (1)	Not True (5)	Not Applicable (0)	
I enjoyed school	49 (77.8%)	14 (22.2%)		
My parents (or guar- dians) were concerned about my welfare.	59 (93.7%)	4 (6.3%)	0 (0.0%)	Did not know parents
I frequently lost jobs because I arrived to work late.	3 (4.9%)	58 (95.1%)	0 (0.0%)	Never held a job
Missing Data - 2				
My parents (or guar- dians) were not happy with the grades I re- ceived in school.	22 (35.5%)	40 (64.5%)	0 (0.0%)	Had no parents or legal guardian
Missing Data - 1				
I would usually take a job and quit after a few days or weeks.	3 (4.9%) Missing Data - 2	58 (95.1%)	0 (0.0%)	Never held a job
I felt I could talk to my father (or male guar- dian).	40 (70.2%)	17 (29.8%)	0 (0.0%)	Knew no father or male guardian
Missing Data - 6				
My teachers did not care for me.	6 (9.8%)	55 (90.2%)		
Missing Data - 2				
I had difficulty getting along with people I worked with.	0 (0.0%)	63 (100.0%)	0 (0.0%)	Never held a job
I felt I could talk to my mother (or female guardian).	49 (77.8%)	14 (22.2%)	0 (0.0%)	Knew no mother or female guardian
My parents (or legal guardians) were happy.	49 (81.7%)	11 (18.3%)	0 (0.0%)	Did not know parents/ legal guardians
Missing Data - 3				
I often changed from job to job.	6 (10.2%)	53 (89.8%)	0 (0.0%)	Never held a job
Missing Data - 4				

(List continued)

(continued from preceding page)

Item	True (1)	Not True (5)	Not Applicable (0)
I often had to help my family.	17 (28.3%) Missing Data - 4	43 (71.7%)	0 Had no (0.0%) family
I enjoyed working.	52 (83.9%) Missing Data - 1	10 (16.1%)	0 Never (0.0%) had a job
I participated in group activities (Scouting programs, 4-H Club, youth clubs, school programs)	37 (58.7%)	26 (41.3%)	0 (0.0%)
I participated in organized team sports	43 (68.3%)	20 (31.7%)	0 (0.0%)

Now we want to read you a list of things you might have done when you were growing up that could have gotten you into trouble. Remember, the questionnaire is anonymous and your answers cannot be traced back to you, so please give honest answers.

Please tell us how many times you did the following things when you were growing up: (Just put an "x" under the appropriate number of times).

Item	never	1 time	2 times	3 or 4 times	5 or more times
I stayed out later than my parents (guardians) said I could	4 (6.3%)	3 (4.8%)	3 (4.8%)	12 (19.0%)	41 (65.1%)
I ran away from home	48 (76.2%)	12 (19.0%)	2 (3.2%)	1 (1.6%)	0 (0.0%)
I took something not belonging to me worth less than \$50	27 (43.5%)	11 (17.7%)	6 (9.7%)	4 (6.5%)	14 (22.6%)
	Missing Data - 1				
I went onto someone's land or into some house or building when I wasn't supposed to be there.	26 (41.9%)	9 (14.5%)	7 (11.3%)	6 (9.7%)	14 (22.6%)
	Missing Data - 1				
I set fire to someone else's property on purpose	55 (87.3%)	5 (7.9%)	2 (3.2%)	0 (0.0%)	1 (1.6%)
I argued or had a fight with one of my parents	19 (30.2%)	6 (9.5%)	4 (6.3%)	4 (6.3%)	30 (47.6%)
I got into trouble with the police because of something I did	32 (50.8%)	19 (30.2%)	5 (7.9%)	3 (4.8%)	4 (6.3%)

(List continued)

(continued from preceding page)

Item	never	1 time	2 times	3 or 4 times	5 or more times
I hurt someone badly enough to require bandages or a doctor for their injuries.	47 (74.6%)	8 (12.7%)	2 (3.2%)	4 (6.3%)	2 (3.2%)
I damaged school property on purpose	50 (79.4%)	6 (9.5%)	4 (6.3%)	0 (0.0%)	3 (4.8%)
I took something from a store without paying for it.	17 (27.0%)	14 (22.2%)	9 (14.3%)	7 (11.1%)	16 (25.4%)
I hit a teacher	55 (87.3%)	4 (6.3%)	0 (0.0%)	2 (3.2%)	2 (3.2%)
I drank an alcoholic beverage (liquor, beer, wine) without my parent's permission.	11 (17.7%)	3 (4.8%)	2 (3.2%)	5 (8.1%)	41 (66.1%)
	Missing Data - 1				
I took a car that didn't belong to someone in my family without permission of the owner	58 (92.1%)	3 (4.8%)	0 (0.0%)	1 (1.6%)	1 (1.6%)
I hit my father	57 (91.9%)	3 (4.8%)	2 (3.2%)	0 (0.0%)	0 (0.0%)
	Missing Data - 1				
I took part in a fight where a bunch of my friends were against another bunch of kids.	38 (60.3%)	6 (9.5%)	5 (7.9%)	5 (7.9%)	9 (14.3%)
I took something not belonging to me worth <u>more</u> than \$50.	47 (74.0%)	4 (6.3%)	7 (11.1%)	1 (1.6%)	4 (6.3%)

(List continued)

(Continued from preceding page)

Item	never	1 time	2 times	3 or 4 times	5 or more times
I had to bring my parents to school because of some trouble I got into	30 (48.4%)	18 (29.0%)	8 (12.9%)	3 (4.8%)	3 (4.8%)
	Missing Data - 1				
I skipped a day of school without a proper excuse	10 (15.9%)	9 (14.3%)	6 (9.5%)	6 (9.5%)	32 (50.8%)
I used a knife or gun (or some other weapon) to get something from another person	56 (88.9%)	1 (1.6%)	3 (4.8%)	2 (3.2%)	1 (1.6%)

How many times did the following things happen to you while you were growing up?

I have been:

Arrested by civilian authorities	41 (65.1%)	15 (23.8%)	2 (3.2%)	3 (4.8%)	2 (3.2%)
Convicted of a crime by a civilian court	53 (85.5%)	7 (11.3%)	1 (1.6%)	1 (1.6%)	0 (0.0%)
	Missing Data - 1				
Suspended from school for disciplinary reasons	40 (63.5%)	7 (11.1%)	5 (7.9%)	5 (7.9%)	6 (9.5%)
Expelled from school	50 (79.4%)	5 (7.9%)	1 (1.6%)	3 (4.8%)	4 (6.3%)

Prior to entering the service, how often did you use each of the following for other than medical reasons? (Just put an "x" under the appropriate number of times).

Used:	never	One time only	Once or twice a year	3 to 10 times a year	Once or twice a month	Once or twice a week	Daily or nearly every day
Marijuana (pot, grass, Mary Jane or hashish)	21 (33.3%)	3 (4.8%)	2 (3.2%)	8 (12.7%)	5 (7.9%)	10 (15.9%)	14 (22.2%)
Stimulants, (uppers, speed, pep pills, bennies, etc.)	41 (65.1%)	5 (7.9%)	4 (6.3%)	3 (4.8%)	3 (4.8%)	5 (7.9%)	2 (3.2%)
Depressants (downers, red devils, yellow jackets, qua- aludes, THC, mandrax, etc.)	48 (76.2%)	3 (4.8%)	2 (3.2%)	4 (6.3%)	3 (4.8%)	3 (4.8%)	0 (0.0%)
Beer and/or wine	5 (8.1%)	2 (3.2%)	3 (4.8%)	3 (4.8%)	12 (19.4%)	18 (29.0%)	19 (30.6%)
Missing Data - 1							
Opiates (Heroin, horse, smack, "H", morphine, opium, etc.)	57 (90.5%)	3 (4.8%)	0 (0.0%)	2 (3.2%)	1 (1.6%)	0 (0.0%)	0 (0.0%)
Hard Liquor (gin, whiskey, vodka, etc.)	17 (27.0%)	4 (6.3%)	5 (7.9%)	7 (11.1%)	14 (22.2%)	8 (12.7%)	8 (12.7%)

(List continued)

(continued from preceding page)

Used	Never	One time only	Once or twice a year	3 to 10 times a year	Once or twice a month	Once or twice a week	Daily or nearly every day
Hallucinogens 49 (LSD, peyote, (77.8%) mescaline, etc.)	4 (6.3%)	2 (3.2%)	5 (7.9%)	1 (1.6%)	1 (1.6%)	1 (1.6%)	

In general, how satisfied were you with civilian life just prior to your enlisting in the Army? Would you say you were generally:
(circle one)

34	(54.0%)	(01)	Satisfied
23	(36.5%)	(02)	Neither satisfied nor dissatisfied
6	(9.5%)	(03)	Dissatisfied

RECRUITING PROCESS

Now, we would like to ask you about the process by which you were recruited into the Army.

When you made the decision to enlist in the Army, did you make the decision pretty much by yourself, or did you talk to others before deciding? (circle one)

22 (34.9%) (01) Made decision by self
41 (65.1%) (02) Others

If you talked to others, please answer the following: Who did you talk to about it?

For each of the people you talked to about enlisting in the Army, was the person indicated generally for or against the idea of you joining the Army? (Check appropriate column for each item.)

<u>Persons Consulted</u>	Generally, for the idea (1)	Neither for nor against the idea (2)	Against the idea (3)	Expressed no opinion (7)
Father or Step- father	28 (77.8%)	5 (13.9%)	2 (5.6%)	1 (2.8%)
Missing Data - 27				
Mother or Step- mother	20 (57.1%)	9 (25.7%)	5 (14.3%)	1 (2.9%)
Missing Data - 29				
Brother(s)	16 (51.6%)	11 (35.5%)	4 (12.9%)	0 (0.0%)
Missing Data - 32				
Sister(s)	11 (44.0%)	7 (28.0%)	7 (28.0%)	0 (0.0%)
Missing Data - 38				
Wife	7 (58.3%)	2 (16.7%)	3 (25.0%)	0 (0.0%)
Missing Data - 51				

(continued from preceding page)

<u>Persons consulted</u>	Generally for the idea (1)	Neither for nor against the idea (2)	Against the idea (3)	Expressed no opinion (7)
Wife's parents	7 (70.0%)	2 (20.0%)	1 (10.0%)	0 (0.0%)
	Missing Data - 53			
Fiance	6 (50.0%)	2 (16.7%)	4 (33.3%)	0 (0.0%)
	Missing Data - 51			
Girlfriend(s)	12 (54.5%)	3 (13.6%)	7 (31.8%)	0 (0.0%)
	Missing Data - 41			
Boyfriend (s)	8 (57.1%)	3 (21.4%)	3 (21.4%)	0 (0.0%)
	Missing Data - 49			
Army recruiter(s)	38 (100.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
	Missing Data - 25			
Relatives	0 (0.0%)	0 (0.0%)	1 (100.0%)	0 (0.0%)
	Missing Data - 62			
Boss	0 (0.0%)	0 (0.0%)	1 (100.0%)	0 (0.0%)
	Missing Data - 62			
Others	5 (83.3%)	0 (0.0%)	1 (16.7%)	0 (0.0%)
	Missing Data - 57			

In your opinion, which one of the persons that you talked to had the most influence on your decision to enlist in the Army?

12	(30.0%)	(01)	Father
2	(5.0%)	(02)	Mother
0	(0.0%)	(03)	Brother(s)
0	(0.0%)	(04)	Sister(s)
8	(20.0%)	(05)	Wife
2	(5.0%)	(06)	Fiancée
1	(2.5%)	(07)	Girlfriend
1	(2.5%)	(08)	Boyfriend
12	(30.0%)	(09)	Army recruiter
1	(2.5%)	(10)	Uncle, cousin, other relatives
0	(0.0%)	(11)	Nobody
1	(2.5%)	(77)	Others

Missing Data - 23

Did your recruiter guarantee you your choice of training?

48	(78.7%)	(01)	Yes
13	(21.3%)	(05)	No

Missing Data - 2

Did your recruiter guarantee you your choice of duty station (or unit of choice)?

32	(57.1%)	(01)	Yes
24	(42.9%)	(05)	No
0	(0.0%)	(08)	Don't know

Missing Data - 7

Did you decide to enlist in the Army before or after seeing the recruiter?

38	(62.3%)	(01)	Before
23	(37.7%)	(05)	After
0	(0.0%)	(08)	Don't know; don't remember

Missing Data - 2

Did you have a job at the time you decided to enlist?

44	(69.8%)	(01)	Yes
19	(30.2%)	(05)	No

Did your employer promise that your job would be waiting for you when you were discharged from the Army?

14	(38.9%)	(01)	Yes
22	(61.1%)	(05)	No

Missing Data - 27

Prior to your entering the Army, did anyone tell you or suggest to you that you could be honorably discharged prior to completing your term of enlistment simply because you did not choose to stay in the Army?

12	(21.1%)	(01)	Yes
45	(78.9%)	(05)	No
0	(0.0%)	(08)	Don't know; don't remember

Missing Data - 6

IF YES (If no, skip this section) who told or suggested that to you?

4	(36.4%)	(01)	Recruiter
3	(27.3%)	(02)	Friend not in the Army
3	(27.3%)	(03)	Friend in the Army
0	(0.0%)	(04)	Relative not in the Army
0	(0.0%)	(05)	Relative in the Army
0	(0.0%)	(06)	Fellow Army recruit
0	(0.0%)	(07)	National Guard unit officer
0	(0.0%)	(08)	National Guard unit NCO
0	(0.0%)	(09)	National Guard unit EM
0	(0.0%)	(10)	Army Reserve unit officer
0	(0.0%)	(11)	Army Reserve unit NCO
0	(0.0%)	(12)	Army Reserve unit EM
1	(9.1%)	(77)	Other person (specify: _____)

Missing Data - 52

What was the primary reason you decided to enlist in the Army?
(Check most appropriate category)

6	(9.5%)	(01)	Obtain steady job
26	(41.3%)	(02)	Receive special training or obtain a skill
7	(11.1%)	(03)	Become eligible for veteran's benefits
4	(6.3%)	(04)	Pursue Army career
3	(4.8%)	(05)	Travel to new places; foreign travel
4	(6.3%)	(06)	Get away from family problems
1	(1.6%)	(07)	Stay out of trouble with the law
1	(1.6%)	(08)	Court ordered me to join Army or go to jail
0	(0.0%)	(09)	Get away from school problems
2	(3.2%)	(10)	Get away from money/financial problems

(List continued)

(continued from preceding page)

6	(9.5%)	(11)	Find out what to do with my life
0	(0.0%)	(12)	Receive Combat Arms enlistment Bonus
3	(4.8%)	(77)	Other reason for joining Army
			(Specify: _____)

Now we want to ask you some questions about the way you thought Army life would be like before you actually entered on active duty. Please answer each question with a simple yes or no.

Before you entered the Army on active duty, did you feel that:

(1) It would be easy for you to obey orders?

37	(62.7%)	(01)	Yes
22	(37.1%)	(05)	No
0	(0.0%)	(08)	Don't know

Missing Data - 4

(2) The physical training you would undergo in the Army would be very difficult for you to complete?

19	(31.1%)	(01)	Yes
42	(68.9%)	(05)	No
0	(0.0%)	(08)	Don't know, don't remember

Missing Data - 2

(3) You would have problems back home that might make it difficult for you to complete your tour of active duty?

11	(18.3%)	(01)	Yes
49	(81.7%)	(05)	No
0	(0.0%)	(08)	Don't know; don't remember

Missing Data - 3

(4) You would have difficulty remembering or understanding what you were being taught by your Army instructors?

10	(15.9%)	(01)	Yes
53	(84.1%)	(05)	No
0	(0.0%)	(08)	Don't know; don't remember

(5) Your Army superiors would usually treat all soldiers the same, regardless of the soldiers' racial or ethnic origins?

49	(79.0%)	(01)	Yes
13	(21.0%)	(05)	No
0	(0.0%)	(08)	Don't know, don't remember

(6) It would be easy for you to adjust to Army life?
 41 (70.7%) (01) Yes
 17 (29.3%) (05) No
 0 (0.0%) (08) Don't know; can't remember

Missing Data - 5

(7) You would find Army life boring?
 14 (23.3%) (01) Yes
 46 (76.7%) (05) No
 0 (0.0%) (08) Don't know; can't remember

Missing Data - 3

(8) You would like the Army's way of doing things?
 19 (35.8%) (01) Yes
 34 (64.2%) (05) No
 0 (0.0%) (08) Don't know; can't remember

Missing Data - 10

(9) You would find your superiors easy to get along with?
 28 (46.7%) (01) Yes
 32 (53.3%) (05) No
 0 (0.0%) (08) Don't know; can't remember

Missing Data - 3

(10) You would find soldiers in your unit very cooperative?
 39 (67.2%) (01) Yes
 19 (32.8%) (05) No
 0 (0.0%) (08) Don't know; can't remember

Missing Data - 5

(11) Being in the Army would make you more self-disciplined?
 54 (87.1%) (01) Yes
 8 (12.9%) (05) No
 0 (0.0%) (08) Don't know; can't remember

Missing Data - 1

Now we would like to ask how you feel about certain persons and things. After this the interview will be completed. Again, we want to remind you that your answers will remain anonymous and totally confidential; so please be as open and honest as you can. Again, there are no right or wrong answers, we simply want to know how you feel.

How often do the training exercises you are told to do make you feel 'jumpy' or nervous?

2	(3.2%)	(01)	Very often, or all the time
21	(33.3%)	(02)	Occasionally
24	(38.1%)	(03)	Seldom
16	(25.4%)	(04)	Never

How often do you worry about not having sufficient ability to complete your training successfully?

0	(0.0%)	(01)	Very often, or all the time
19	(30.2%)	(02)	Occasionally
21	(33.3%)	(03)	Seldom
23	(36.5%)	(04)	Never

How often do you worry about what life will be like at your next duty station?

15	(23.8%)	(01)	Very often, or all the time
18	(28.6%)	(02)	Occasionally
17	(27.0%)	(03)	Seldom
13	(20.6%)	(04)	Never

How often do you worry about the possibility of your being injured during training?

4	(6.3%)	(01)	Very often, or all the time
12	(19.0%)	(02)	Occasionally
24	(38.1%)	(03)	Seldom
23	(36.5%)	(04)	Never

How often does the drill sergeant's yelling make you feel "jumpy" or nervous?

7	(11.1%)	(01)	Very often, or all the time
12	(19.0%)	(02)	Occasionally
20	(31.7%)	(03)	Seldom
24	(38.1%)	(04)	Never

Have you usually felt pretty sure your life would work out the way you want it to, or have there been times when you haven't been very sure about it?

34	(54.0%)	(01)	Pretty sure
29	(46.0%)	(05)	Sometimes not very sure

Do you feel that you are the kind of person who gets his share of bad luck, or do you feel that you have mostly good luck?

43	(70.5%)	(01)	Mostly good luck
18	(29.5%)	(05)	Bad luck

Missing Data - 2

When you make plans ahead do you usually get to carry out things the way you expected, or do things usually come up to make you change your plans?

36	(58.3%)	(01)	Things work out as expected
25	(41.7%)	(05)	Have to change plans

Missing Data - 2

DISCHARGEES PERSONNEL RECORD DATA FORM

Trainee Background Information

(Information taken from personnel records.)

Source of recruitment

128	(56.4%)	(01)	Regular Army, volunteered in
21	(9.3%)	(02)	Army Reserve, entered through
78	(34.4%)	(03)	National Guard, entered through
Missing Data - 11			

Number of weeks on active duty

Time on active duty	Number	Percentage
0 - 2 weeks	10	(4.4%)
3 - 4 weeks	102	(45.6%)
5 - 6 weeks	65	(29.1%)
7 - 8 weeks	17	(7.6%)
9 - 12 weeks	13	(5.7%)
13 - 18 weeks	12	(5.2%)
19 - 25 weeks	5	(2.1%)

$\bar{X}$: 5.7813
 S. D. : 3.9278
 Range : 0 - 25
 Missing Data - 14

Grade

190	(84.1%)	(01)	E-1
34	(15.0%)	(02)	E-2
2	(0.9%)	(03)	E-3
0	(0.0%)	(04)	E-4
0	(0.0%)	(05)	E-5
Missing Data - 12			

AFEE Station/State Where Entered Service

Northeastern 33(14.6%)

0(0.0%)	(01)	Maine	4(1.8%)	(07)	New York
5(2.2%)	(02)	New Hampshire	3(1.3%)	(08)	New Jersey
2(0.9%)	(03)	Vermont	6(2.7%)	(09)	Pennsylvania
11(4.9%)	(04)	Massachusetts	0(0.0%)	(10)	Delaware
0(0.0%)	(05)	Rhode Island	1(0.4%)	(11)	Maryland
0(0.0%)	(06)	Connecticut	1(0.4%)	(12)	West Virginia

Southern 74(32.7%)

4(1.8%)	(13)	Virginia	12(5.3%)	(19)	Tennessee
2(0.9%)	(14)	North Carolina	17(7.5%)	(20)	Kentucky
2(0.9%)	(15)	South Carolina	5(2.2%)	(21)	Arkansas
2(0.9%)	(16)	Georgia	15(6.6%)	(22)	Texas
3(1.3%)	(17)	Alabama	9(4.0%)	(23)	Louisiana
2(0.9%)	(18)	Mississippi	1(0.4%)	(24)	Florida

Midwest 99(43.8%)

14(6.2%)	(25)	Ohio	2(0.9%)	(32)	Kansas
8(3.5%)	(26)	Indiana	4(1.8%)	(33)	Iowa
25(11.1%)	(27)	Michigan	4(1.8%)	(34)	Oklahoma
14(6.2%)	(28)	Illinois	17(7.5%)	(35)	Missouri
7(3.1%)	(29)	Wisconsin	0(0.0%)	(36)	North Dakota
3(1.3%)	(30)	Minnesota	1(0.4%)	(37)	South Dakota
0(0.0%)	(31)	Nebraska			

Rocky Mountain 11(4.8%)

1(0.4%)	(38)	Idaho	2(0.9%)	(42)	Utah
0(0.0%)	(39)	Montana	2(0.9%)	(43)	Nevada
0(0.0%)	(40)	Wyoming	2(0.9%)	(44)	New Mexico
1(0.4%)	(41)	Colorado	3(1.3%)	(45)	Arizona

Pacific Coast 9(4.0%)

5(2.2%)	(46)	California	4(1.8%)	(48)	Washington
0(0.0%)	(47)	Oregon	0(0.0%)	(49)	Alaska

Pacific Area 0(0.0%)

0(0.0%)	(50)	Hawaii			
0(0.0%)	(51)	Guam			

Caribbean 0(0.0%)

0(0.0%)	(52)	Puerto Rico (Commonwealth)			
0(0.0%)	(53)	Virgin Islands (Territory)			

Foreign Country 0(0.0%)

0(0.0%)	(54)	Name of Country			
---------	------	-----------------	--	--	--

Missing Data - 12

Civil Status

177	(79.7%)	(01)	Single
45	(20.3%)	(02)	Married
0	(0.0%)	(03)	Divorced/Separated
0	(0.0%)	(04)	Living with common-law wife
0	(0.0%)	(05)	Engaged to be married
0	(0.0%)	(07)	Other (specify: _____)

Missing Data - 16

AFQT Score

Score	Number	Percentage
91 - 100%	6	(2.8%)
81 - 90%	8	(3.8%)
71 - 80%	15	(6.8%)
61 - 70%	17	(7.8%)
51 - 60%	23	(10.5%)
41 - 50%	42	(19.1%)
31 - 40%	68	(30.8%)
21 - 30%	30	(13.7%)
11 - 20%	11	(5.0%)
1 - 10%	1	(0.5%)
Total	221	(100.8%)

$\bar{X}$: 44.824
 S. D. : 19.491
 Range : 10 - 97
 Missing Data - 17

Racial Ancestry

170	(76.6%)	(01)	Caucasian (white)
48	(21.6%)	(02)	Negroid (black)
0	(0.0%)	(03)	American Indian
0	(0.0%)	(04)	Mongolian (Oriental)
4	(1.8%)	(05)	Spanish American
0	(0.0%)	(07)	Other (specify: _____)

Missing Data - 16

Reason for discharge

78	(35.3%)	(01)	Attitude
53	(24.0%)	(02)	Aptitude
48	(21.7%)	(03)	Motivation
42	(19.0%)	(04)	Self-discipline

Missing Data - 17

Age

Age	Number	Percentage
26 - 32	6	(2.8%)
23 - 25	18	(8.2%)
21 - 22	37	(16.7%)
20	24	(10.9%)
19	35	(15.8%)
18	57	(25.8%)
17	44	(19.1%)
Totals	221	(99.3%)

$\bar{X}$: 19.516

S.D. : 2.5789

Range: 17-32

Missing Data - 17

Term of enlistment

Years	Number	Percentage
6 (Reserves & Nat'l Guard	94	(42.3%)
5	1	(0.5%)
4	27	(12.2%)
3	93	(41.9%)
2	7	(3.2%)
Totals	222	(100.0%)

Citizenship

221	(99.1%)	(01)	U.S. Citizen
2	(0.9%)	(02)	Other (specify: _____)
Missing Data - 15			

ACB Code (3 or more aptitude scores of at least 90)

127	(92.6%)	(01)	Yes
10	(7.3%)	(05)	No
Missing Data - 101			

Education

Years	Number	Percentage
13 - 16	7	(3.3%)
12	103	(46.6%)
11	43	(19.5%)
10	25	(11.3%)

(Table continued on following page)

(continued from preceding page)

Years	Number	Percentage
9	27	(12.2%)
7 - 8	16	(7.2%)
Totals	221	(100.0%)

$\bar{X}$: 10.973
S.D. : 1.4861
Range : 7 - 16

APPENDIX D
SAMPLE DESCRIPTIONS

Military Background Characteristics of Training Cadre Sample

<u>Characteristic</u>	<u>%</u>	<u>N</u>
<u>Survey Site</u>		
Ft. Knox	50.6	42
Ft. Leonard Wood	49.4	41
<u>Rank</u>		
E-5	4.8	4
E-6	18.1	15
E-7	18.1	15
E-8	15.7	13
O-1	3.6	3
O-2	6.0	5
O-3	33.7	28
<u>Branch of Service/MOS Category</u>		
Infantry	36.8	30
Armor	24.5	20
Artillery	6.1	5
Military Intelligence	1.2	1
Engineer	17.1	14
Signal Corps	4.9	4
Quartermaster Corps	2.4	2
Transportation	2.4	2
Ordinance	3.7	3
Other	1.2	1
Missing Data		1
<u>Special Qualifications</u>		
Special Forces	28	1
Airborne	38.9	14
Ranger and Airborne	13.9	5
Special Forces and Airborne	5.6	2
Special Forces, Airborne, and Ranger	5.6	2
Pilot	13.9	5
Airborne and Pilot	8.3	3
Ranger, Airborne, and Pilot	2.8	1
Other Special Qualifications	8.3	3
Missing Data		47

<u>Characteristic</u>	<u>%</u>	<u>N</u>
<u>Present Position</u>	35.4	29
Company CO	35.4	29
Company XO	3.7	3
Company Training Officer	1.3	1
First Sergeant	5.9	13
Platoon Sergeant	26.8	22
Asst. Platoon Sergeant	14.6	12
Chaplain	1.2	1
Other Position	1.2	1
Missing Data		1
<u>Length of Time in Present Position</u>		
1 month or less	3.8	3
2-6 months	41.3	33
7-12 months	27.6	22
13-18 months	11.3	9
19-24 months	8.9	7
25 or more months	7.7	6
Missing Data		3
<u>Experience in TO&E Unit</u>		
Yes	88.8	71
No	11.1	9
Missing Data		3
<u>Ever Come Under Direct Fire?</u>		
Yes	71.3	57
No	28.8	23
Missing Data		3
<u>Number of TDP Dischargees Evaluated</u>		
10 or fewer	30.4	25
11-20 cases	17.8	14
21-40	19.1	15
41-60	16.5	13
61-80	6.4	5
81-100	3.8	3
100 or more	6.5	5

Background Characteristics of TDP Dischargee and Non-Dischargee Groups

Characteristic	Dischargee Group		Control Group	
	%	N	%	N
<u>Survey Site</u>				
Ft. Knox	49.2	116	46.0	29
Ft. Wood	50.8	120	54.0	34
<u>Education prior to entering Army</u>				
- Completed grade school or less	6.3	15	0.0	0
- Some high school	47.1	112	19.0	12
- Completed high school, received diploma	27.7	66	46.0	29
- Completed high school, GED	7.6	18	11.1	7
- Some college	10.9	26	22.2	14
- Completed college (bachelor's degree)	0.4	1	0.0	0
- Some graduate school	0.0	0	1.6	1
Missing Data		0		0
<u>Education: number of years of school prior to entering Army</u>				
7-8	7.2	16	N. A.	
9	12.2	27		
10	11.3	25		
11	19.5	43		
12	46.6	103		
13-16	3.3	7		
Missing Data		17		
<u>Sex</u>				
Male	100.0	238	100.0	63
Female	0.0	0	0.0	0
<u>Age</u>				
26-32 years old	2.8	6	N. A.	
23-25 years old	8.2	18	N. A.	

(continued on following page)

Characteristic	Dischargee Group		Control Group	
	%	N	%	N
<u>Age (Con't)</u>				
21-22 years old	16.7	37	N. A.	
20 years old	10.9	24		
19 years old	15.8	35		
18 years old	25.8	57		
17 years old	19.1	44		
Missing Data		17		
<u>Citizenship</u>				
U.S. Citizen	99.1	221	N. A.	
Other	0.9	2		
Missing Data		15		
<u>Race</u>				
Caucasian (white)	76.6	170	81.0	51 [*]
Negroid (black)	21.6	48	19.0	12 [*]
Spanish American	1.8	4	0.0	0
Missing Data		16		0
[*] Only Caucasian and Negroid were distinguished. Thus, it is possible that there were Spanish Americans or American Indians who were included under the Caucasian category.				
<u>Marital Status: before entered</u>				
Army				
Single	63.9	152	65.8	41
Engaged	13.9	33	12.7	8
Married	19.3	46	20.6	13
Legally separated or divorced	2.9	7	1.6	1
<u>Region of country where</u>				
grew up				
Northeast	16.0	38	17.6	11
South	31.4	75	28.9	18
Midwest	39.5	106	39.6	24
Rocky Mountain	2.9	7	8.0	5
Pacific Coast	4.6	11	3.2	2
Foreign Country	0.4	1	3.2	2
Missing Data		0		1

Characteristic	Dischargee Group		Control Group	
	%	N	%	N
<u>Type of Community in which grew up</u>				
Large City (over 100,000)	30.7	73	19.0	12
Small City (20,000-100,000)	15.1	36	20.6	13
Suburb of City	7.1	17	12.7	8
Small town (under 20,000)	32.4	77	28.6	18
Rural area or farm	14.7	35	19.0	12
<u>Native Language when growing up</u>				
English	96.6	230	95.2	60
Spanish	2.5	6	1.6	1
Portuguese	0.4	1	0.0	0
Spanish and English	0.4	1	3.2	2
<u>Both parents alive when growing up?</u>				
Yes	93.3	222	90.5	57
No, father deceased	5.0	12	4.8	3
No, Mother deceased	1.3	3	1.6	1
Don't know	0.4	1	3.2	2
<u>Who live with most of time while growing up?</u>				
Parents (or step-parents)	69.6	165	74.6	47
Parent and step parent	5.5	13	4.8	3
Mother (or step-mother) only	19.0	45	15.9	10
Father (or step-father) only	1.3	3	1.6	1
Other relatives	3.4	8	1.6	1
Other situation	1.3	3	1.6	1
Missing Data		1		0
<u>Number of brothers and sisters (including step-brothers & sisters)</u>				
Brothers	$\bar{X} = 2.05$		$\bar{X} = 1.83$	
	S. D. = 1.50		S. D. = 1.60	
	Range = 0-8		Range = 0-6	

Characteristic	Discharge Group		Control Group	
(Cont'd)				
Sisters	$\bar{X} = 2.11$ S.D. = 1.62 Range = 0-8		$\bar{X} = 1.81$ S.D. = 1.77 Range = 0-8	
Sibling (total)	$\bar{X} = 4.21$ S.D. = 2.48 Range = 0-13		$\bar{X} = 3.96$ S.D. = 2.82 Range = 0-12	
<u>Have father or brother who spent more than few years in the military</u>	%	N	%	N
Yes	43.3	101	46.0	29
No	56.7	132	54.0	34
<u>When decided to enlist, you were:</u>				
Employed (full or part-time)	48.9	116	69.8	44
Enrolled in School or training course	25.7	61	45.0	27
<u>Source of recruitment</u>				
Regular Army	56.4	128	N.A.	
Army Reserves	9.3	21		
National Guard	34.4	78		
<u>Term of enlistment (years)</u>				
6 (Reserves and National Guard only)	42.3	94	N.A.	
5	0.5	1		
4	12.2	27		
3	41.9	93		
2	3.2	7		
Missing Data		16		
<u>AFQT Score</u>				
91-100	2.8	6	N.A.	
81-90	3.8	8		
71-80	6.8	15		
61-70	7.8	17		
51-60	10.5	23		

(continued on following page)

<u>Characteristic</u>	<u>Dischargee Group</u>		<u>Control Group</u>	
	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>
<u>AFQT SCORE (Cont'd)</u>				
41-50	19.1	42	N. A.	
31-40	30.8	68		
21-30	13.7	30		
11-20	5.0	11		
1-10	0.5	1		
Missing Data		17		

The Army groups AFQT scores into five mental categories, they are: I(scores 93-100); II(scores 63-92); III(scores 31-64); IV (scores 10-30); and V (scores 0-9).

<u>Rank in Army</u>				
E1	84.1	190	N. A.	
E2	15.0	34		
E3	0.9	2		
Missing Data		12		
<u>Reason for discharge</u>				
Attitude, poor	35.4	78	N. A.	
Aptitude, low in	24.0	53		
Motivation, lack of	21.7	48		
Self-discipline, lack of	19.0	42		
Missing Data		17		